2013

CANYON RIDGE

SELF STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
Accrediting Commission for Schools

CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

Self Study
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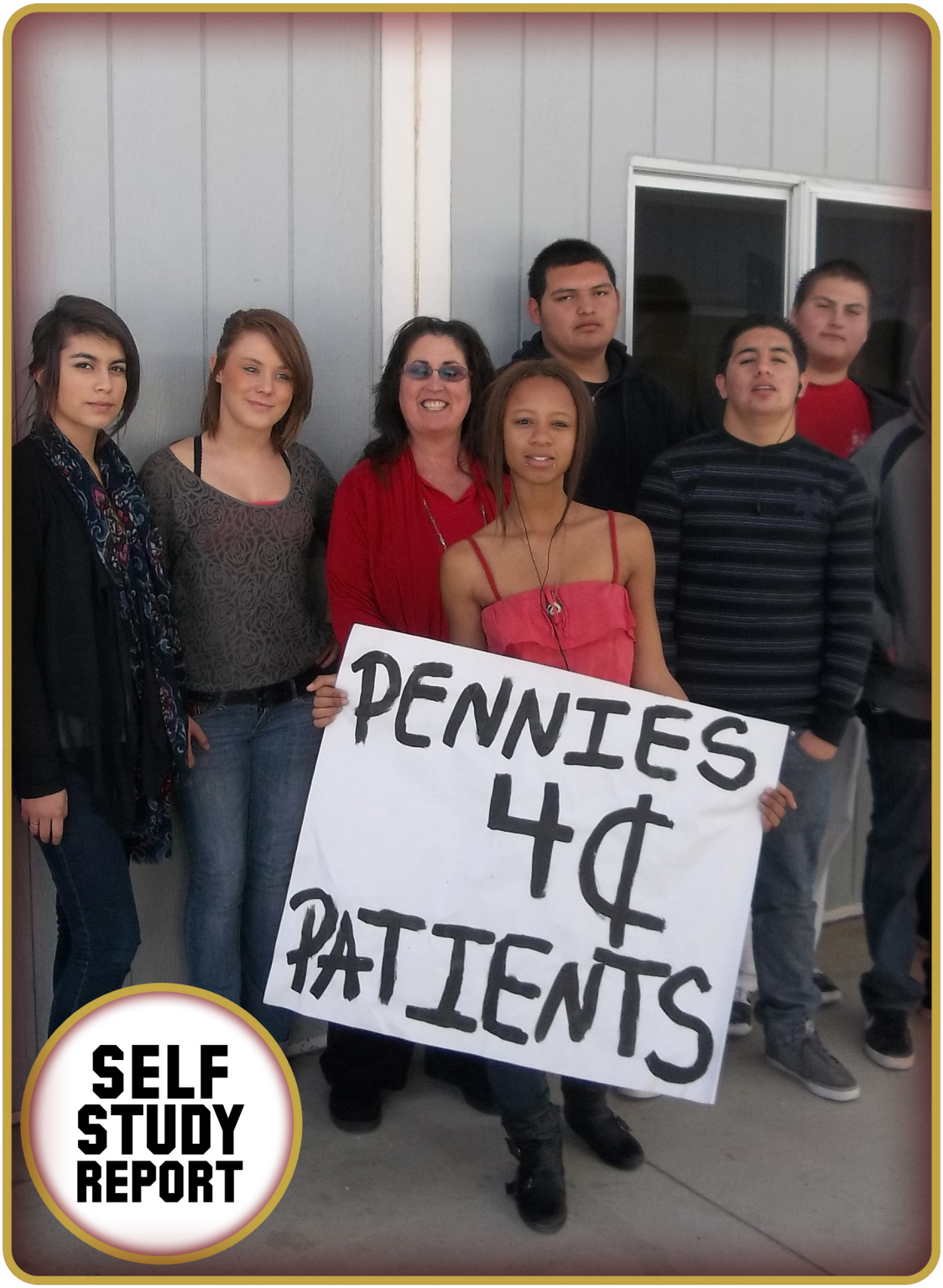
I

PROFILE



SELF STUDY REPORT

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

CANYON RIDGE
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CHAPTER ONE

The Community:

Canyon Ridge High School (CRHS) is Hesperia Unified School District's newest continuation high school. Canyon Ridge was opened to students on October 29, 2007, with 99 students. Students chosen for Canyon Ridge at its opening were at least 6 months behind in credits and were at least 16 years of age.

CRHS has a diverse student population that changes regularly due to a high mobility rate. We currently have 264 students, 109 female students and 155 males. Nearly 70% qualify for free or reduced lunch based on family income. Our current population is 66% Hispanic, 20% Caucasian, 11% African American and 3% other. Canyon Ridge has 42 students identified as English learners, however staff and Administration believes that EL population is larger than what is identified through the home language survey.

Canyon Ridge students attend full-time, five days a week. Class size averages 26 students or fewer. Canyon Ridge has developed a family atmosphere where students feel safe at school.

The WASC Initial Accreditation was conducted in December 2009. Canyon Ridge High School will be conducting our first full WASC accreditation in spring of 2013.

Demographic Data
Community Served by Canyon Ridge High School:

Canyon Ridge High School is part of the Hesperia Unified School District, is one of two continuation high schools for the district. Hesperia consists of three comprehensive high schools, two continuation high schools, one independent study K-12 school, one junior high school, two middle schools, one community day school, 15 elementary schools, and an adult school. Canyon Ridge High School's average enrollment is 260 of the district's approximately 21,000 students.

Hesperia covers approximately 72 square miles. Residential, commercial and industrial zoned property is available at prices comparatively lower than elsewhere in Southern California. The elevation rises from 3100 to 4000 feet above sea level. Hesperia is located close to Interstate 15, Highways 395 and 138, in the central section of the Victor Valley between the desert and the mountains. Hesperia is only 35 miles from San Bernardino, less than 90 miles from Los Angeles and 195 miles from Las Vegas.

This growing community of small businesses had a population of 98,582 in 2009, a significant increase since 2000. This increase continues as people are drawn

by relatively lower real estate prices, a semi-rural environment, and proximity to the major job centers in Los Angeles, Orange and San Bernardino/Riverside counties.

The largest employers in the City of Hesperia are the Hesperia Unified School District, the County of San Bernardino, Stater Brothers Markets, Robar Enterprises, Arizona Pipeline, and the City of Hesperia. The Census Bureau estimates that in 2006-2008, for the employed population 16 years and older, the leading industries in Hesperia were educational services, health care, social assistance, and construction.

Marketing research agencies estimated that, at one point, as many as 50,000 High Desert residents commuted to the Inland Empire-Los Angeles area for employment. While we do not know the exact number of Hesperia residents currently in that number, we can say that many of them have long daily commutes. However, the higher cost of gasoline, along with the recession and housing-market decline have caused a loss of population to the city, the district, and Canyon Ridge High School as many families have had to move closer to employment. The July 2010 unemployment rate for San Bernardino County was 14.8%, according to the California Employment Development Department.

Family and Community Trends in Hesperia

Job Salaries

According to government data, the average salary for jobs in Hesperia, California is $40,618, and the median income of households in Hesperia was $50,298.

Unemployment Rate

Hesperia has an unemployment rate of 10.6% as of December 2009, compared the national average of 6.9%.

Hesperia Population

Total Population	98,582
Male	50.38%
Female	49.62%
Median age	32

Hesperia Ethnicity

Caucasian	62%
Hispanic	30%
Black or African American	5%
Other:	3%

Hesperia Housing	
Owner-occupied homes	71%
Renter-occupied homes	24%
Median cost of a home	$272,400
Median monthly rent	$ 864
Median mortgage payment	$ 1,029
Vacant housing	5%

Hesperia Average Income	
Median for all families	$43,004
Median for all male full-time	$39,776
Median for all female full-time	$25,665
Per capita income	$15,487

Hesperia Marital Status	
Never married	25%
Married	58%
Separated	3%
Widowed	5%
Divorced	8%

Hesperia Education Levels	
Less than 9th grade	11%
9th to 12th grade, no diploma	17%
High school graduate	27%
Some college, no degree	29%
Associate's degree	8%
Bachelor's degree and above	8%

State/Federal Program Mandate

Canyon Ridge High School is not under any state or federal mandates.

Parent/Community Organizations

Our two-parent/community organizations are the School Site Council and English Language Acquisition Committee.

Community Foundation Programs

We are fortunate to have several community groups that support our students with scholarships, clothing, eyeglasses, and groceries. Some of our supporters are the Kiwanis, the Rotary Club, Hesperia Leisure League, and We Really Care.

School Purpose

Canyon Ridge Vision:

Canyon Ridge will be a catalyst to ignite a passion for learning through personal, social, and academic growth.

Expected School-wide Learning Results:
In 2008-09, Canyon Ridge developed ESLRs that would focus on what students, staff and parents felt was important because students were behind in credits. The "*Three R's*" became *Recover, Relate, and Regard*.

RRR: Recover Relate Regard

1. **Recover:**
Recover lost units through a challenging standards-based curriculum and will demonstrate measurable progress towards high school graduation. Canyon Ridge graduates will:
   - Recover lost "connections" at school with staff
   - Earn back lost credits
   - Pass all required courses and both sections of the CAHSEE

2. **Relate:**
Relate well to peers and adults, which will bring skills necessary for self-directed lifelong learning by meeting established behavior and attendance expectations. Canyon Ridge graduates will:
   - Communicate appropriately with peers and adults
   - Be accountable for choices and behavior
   - Give in service to others
   - Demonstrate appropriate skills to cope with anger

3. **Regard:**
Regard communication skills such as reading, writing, speaking, the creative arts, and the use of technology as effective tools for lifelong learning. Canyon Ridge graduates will:

   - Listen, speak, read and write effectively
   - Access, analyze, and use a variety of technological resources and information
   - Use abstract and critical thinking skills to analyze problems
   - Complete resumes, job applications, and career searches to prepare for life after high school

Hesperia Unified School District

Status of school in terms of student performance

Is Canyon Ridge a Title I school? No.

Did the school meet Adequate Yearly Progress for the past two years? No.

Is the school identified as Program Improvement? No.

What factors led to not meeting AYP for two consecutive years and/or led to the program improvement status? Canyon Ridge has extremely high mobility and truancy rates, lack of achievement in reading and math in one or more subgroups.

Does the school have any outside providers or external evaluators that are currently working with the school? No.

What are state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the entire school population? Not applicable.

Canyon Ridge Enrollment

Grade levels: Grades 10, 11 and 12 are enrolled

Grade	Number Enrolled
10	7
11	123
12	154

Gender: Male--154; Female--99; Total Average Enrollment: 260

Ethnicity: Hispanic--66%; Caucasian--20%; Black or African American--11%; Other--3%

Predominant primary languages other than English:

Year	Percentage	Predominant Language
2009-2010	27%	Spanish
2010-2011	22%	Spanish
2011-2012	15%	Spanish

Title I: Not applicable

Special Needs and other programs: AP—not applicable; Honors—not applicable; GATE—approximately 2-3 students per year qualify as gifted; Special Education—about 9% of Canyon Ridge students qualify for this program.

Language Proficiency Numbers for the following:

As shown in the chart, there has been a steady decrease of EL students at Canyon Ridge, which is not indicative of what we are seeing here at school. The actual number of EL students is higher due to our high turnover rate, along with the fact that many of our families do not disclose their children are EL on the Home Language Survey.

	2009-2010	2010-2011	2011-2012
All Students	52	35	33
Beginning	4%	0%	3
Early Intermediate	0%	8%	0%
Intermediate	44%	60%	45%
Early Advanced	42%	26%	39%
Advanced	9.62%	6%	12%

Attendance

Mobility rates

Year	Canyon Ridge Mobility Rate
2009-2010	435%
2010-2011	324%
2011-2012	336%
2012-2013	217% from 8/12-12/12

Average daily rate of attendance for Canyon Ridge

Year	Percentage
2009-2010	87%
2010-2011	87%
2011-2012	93%

Truancy rate for Canyon Ridge

Year	Percentage
2009-2010	69%
2010-2011	48%

Suspension and Expulsion Rates and Crime Statistics

Suspensions:

For 2010-11, CDE shows 5 expulsions and 310 suspensions.

	2009-2010	2010-2011	2011-2012
Suspensions	121	171	310

Expulsions:

	2009-2010	2010-2011	2011-2012
Expulsions	9	5	14

Crime Statistics:

The following information is obtained from the Hesperia Unified School Police Department.

Property Crimes include vandalism, burglary, or any crime related to personal property.
Person-on-Person Crimes include fighting, battery, or any crimes relating to another person or persons.
Weapons crimes are crimes related to anything used as a weapon such as guns, firecrackers, destructive devices, etc.
Drugs and alcohol crimes are any crimes relating to the possession or use of drugs, alcohol, or cigarettes and the paraphernalia related to their use.

CANYON RIDGE 2009-2010

H&S 11357(e), POSS OF MARIJUANA	4
PC 243.6, BATTERY ON SCHOOL OFFICIAL	1
PC 626.10, POSS OF LOCKING BLADE KNIFE	1
PC 594.1, GRAFFITI TOOLS	1
PC 626.2, TRESPASSING	2
PC 12020A1, POSS OF BILLY CLUB	1
PC 594B1, FELONY VANDALISM	1
PC 12020, POSS OF BRASS KNUCKLES	1
B&P 4060, POSS OF PRESCRIPTION MEDS	1

CANYON RIDGE 2010-2011

H&S 11357(e), POSS OF MARIJUANA	6
PC 415, FIGHTING	2
PC 243.2(a), BATTERY	1
PC 626.10, POSS OF LOCKING BLADE KNIFE	1
PC 594.1, GRAFFITI TOOLS	1
PC 308b, POSS SMOKING PARAPHERNALIA	3
B&P 4060, POSS OF PRESCRIPTION MEDS	1

CANYON RIDGE 2011-2012

H&S 11357(e), POSS OF MARIJUANA	5
PC 415, FIGHTING	1
PC 71, THREATS TO SCHOOL OFFICIAL	1
PC 626.10, POSS OF LOCKING BLADE KNIFE	1
PC 594.1, GRAFFITI TOOLS	1
PC 308b, POSS SMOKING PARAPHERNALIA	1
B&P 25608, POSS OF ALCOHOL	1
H&S 11350, POSS OF OXY CONTIN	1

Socioeconomic Status

Free/reduced lunch status for Canyon Ridge 75%

AFDC status The District Office said we have no legal access to this information and should use the free/reduced lunch statistics as reference.

Parent education levels As an increasing number of parents decline to state their levels of education. There is a decrease in the percentage of parents who have completed three years of higher education.

Description of the safety conditions, cleanliness, and adequacy of school facilities

Canyon Ridge meets the Williams Act requirements and passes all Safety Inspections.

Original school facilities were built in 2002; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff.

According to the 2012-13 CRHS survey, an overwhelming number of parents and students agree that CRHS provides a safe and secure environment for all students, along with a clean and welcoming environment.

School Safety Plan (School Year 2011-2012)

The Comprehensive School Site Safety Plan was developed for Canyon Ridge High in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Staff training discusses responsibilities and safety plan updates took place during staff meetings in December 2011. A copy of the school site safety plan may be obtained at Canyon Ridge High's main office or the Hesperia Unified School District office.
For the 2012-13 school year staff training has done on Target Safety Solutions web site, though the guidance of HUSD Risk Management.

Staff

Number of certificated and classified staff, including number of qualified personnel for counseling and other pupil support services and substitutes:

CRHS Certificated Personnel: 12 teachers, 1 counselor, and 2 administrators

CRHS Classified Personnel: 3 campus assistants, 1 library/media specialist, 1 special education assistant, 1 full-time custodian, 1-3-3/4 hour custodian, 1 ASB bookkeeper

Percent of teachers who have met the highly qualified teachers' requirements of NCLB: CRHS: English Department--100%, Math Department—100% Social Studies--100%, Science--100%, Fine Arts--100%

Number of National Board Certified Teachers: 0% at Canyon Ridge

Percent of teachers instructing outside credentialed areas and include an explanation:

Zero percent because 100% of Canyon Ridge teachers are at least highly qualified in their areas of instruction.

Number of teachers with emergency permits: 0% at Canyon Ridge

Number of teachers with advanced degrees:

33% at Canyon Ridge (4 of 12 teachers have Master's Degrees)

Years of educational service within the district and total number of years in education:

The 12 Canyon Ridge teachers have taught for an impressive total of at least 161 years.

Specialized training/intern programs, e.g., number in CLAD, BTSA, or other teaching instruction programs **11** of **12** (92%). (The 12th teacher is part-time ROP.)

Number of teachers in an intern program **_0_** at Canyon Ridge

Gender Canyon Ridge Teachers: 3 males, 9 females.

Ethnicity Canyon Ridge Teachers: 11--Caucasians 2--Hispanics

Number and assignment of paraprofessionals who meet the requirements of NCLB: 1-100%; Special Education Assistant

Content of staff development and numbers participating (e.g., programs, activities and numbers)

100% of teachers have participated in training in the following areas: Marzano's Strategies, Write for the Future, Differentiated Instruction, The Culture of Poverty, Thinking Maps, Data Director, Odyssey Training.

Some staff members have received training in the following areas: HIV Prevention, GATE, Gang Task Force, Student Assistance Program, Cognitively Guided Instruction (CGI), Revolution.

Student participation in co-curricular and extra-curricular activities

Fine Arts students have several opportunities to experience and share their talents during the year. Art students exhibit artwork at the District's Festival of the Arts and enter art projects in the San Bernardino County Fair.

Canyon Ridge had been involved in the **High Desert Alternative Athletic Association through last year**. Unfortunately, a decision during negotiations

led to the suspension of the league this year, so we are presently not playing league sports. However, we will revisit league sports next year. To participate in athletics, a student could not violate SARB attendance requirements or the HUSD truancy policy during an athletic season. Such violation would result in removal from the team.

Athletes were required to complete a minimum of five credits each grading period. Each grading period is approximately three to four weeks in length. If a student completes less than four credits in one grading period, then he or she will be placed on probation until he or she makes up the difference. During probation, a student was required to practice but could not play in games. Athletes involved in any major discipline violations would be removed from the team. The coed High Desert Alternative Athletic Association sponsored softball, soccer, football, volleyball and basketball throughout the school year.

The **Associated Student Body (ASB)** has supported many Canyon Ridge student activities. With the funds they raised from the recycling program, selling snacks, car washes and other activities, they provide many "perks" for our students, which include:

a Red Ribbon Week activities,
b Refreshments for Open House and Graduation
c "Fun-Fest" Day

ASB has changed this year as well. Our ASB advisor/Leadership teacher has stepped down from this role. Our Master Schedule did not allow for another teacher to be taken from core classes for a period, so a change occurred where ASB will be done during lunch with four teachers sharing this role as Advisors. We are in the process of working out details and hope to be back-up and running in the near future.

District policies/school financial support

Expenditures per pupil CRHS: $29.726 per day/per student, which is approximately $5202.07 per year/per student.

Monies from other funding sources, e.g., Title I, grants, foundations none.

PROGRESS II

PROGRESS REPORT

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CHAPTER TWO

In its 2009 Initial Report, the Visiting Committee made the following recommendations:

Recommendation 1

Technology increase and utilization will enhance the instructional program and allow more students to meet graduation requirements in a timely manner.

During the 2009-2010 school year, Odyssey was introduced to our students on a limited basis in the hopes that students would be able to use their technology skills to earn credits not only at school, but using it at home as well.

During the 2010-11 school year, the use of Odyssey really took off with the movement of one of our FTEs into the program full-time. Canyon Ridge High School now has five sections of Odyssey class for credit recovery.

Motivated students may take elective and core subjects through our Odyssey digital learning program. This coursework is accessed online and can be done at home or at school twenty-four hours a day. This coursework can be taken in addition to the actual class. Five credits of core subjects must be taken in the classroom, with the other five being taken through Odyssey. In all academic areas, students may earn units for improved CST scores. The greater the degree of improvement, the more units earned.

During the 2011-12 school year, the use of technology increased significantly with the addition of a mini iPads cart, student response systems, Mobi interwrite, up-to-date LCD for each classroom and an overhaul of many of the outdated computers on campus. Each staff member has the opportunity to integrate an iPads into his/her instructional classroom design. The majority of the technology is being used to enhance student learning thus allowing students to replace traditional assignments with student created projects ranging from videos to podcasts; teachers are integrating web 2.0 instructional tools to increase the technology rigor of student products. Therefore, both students and teachers are equally engaged in creating a relevant technologically based curriculum and reinforcing a 21st Century learning model.

The increase of technology at CRHS allows students to become more engaged in a rigorous, standards-based curriculum, gives teachers additional tools to make coursework relevant and this increased utilization has shown to reconnect students to school by relating, regarding and recovering units to fulfill graduation requirements.

Recommendation 2
Explore research based reading programs to increase reading levels and reading achievement levels.

In order for the students to meet the expected school-wide learning results of:

Recover lost units through a challenging standards-based curriculum and will demonstrate measurable progress towards high school graduation; **Relate** well to peers and authority figures which will bring skills necessary for self-directed lifelong learning by meeting established behavior and attendance expectations; and **Regard** communication skills such as reading, writing, speaking, the creative arts, and the use of technology as effective tools for lifelong learning, students need a strong reading curriculum that focuses on comprehension, accuracy, fluency and extended vocabulary. Students of all needs including the sub populations of EL, special education, and below grade level learners should focus on the three tiers of vocabulary. CRHS data including CST, CELDT, curriculum based measures, teacher assessments, and observations all indicate a strong need to emphasize reading across the curriculum. CRHS is not alone when dealing with struggling readers. When exploring programs to improve achievement and increase student efficacy in reading, teachers in all curricular areas need to identify problems and monitor the progress of all students. In addition, once areas of growth have been identified, teachers should provide instruction to targeted needs. Using a standard-based curriculum, teachers at CRHS provide a relevant atmosphere and avenues of motivation to read for both personal pleasure and academic understanding. An emphasis should be placed on assessment where teachers evaluate the effects of instruction and modify and differentiate to meet the variety needs of all learners from remediation to extension. To this end, administration began exploring professional development opportunities and reading programs.

Previous administration, with district support, began to research Read 180. With the budget restrictions and frustrations, purchasing a reading program became prohibitive. Consequently, administration and staff looked at various professional development opportunities within the district to focus on a variety of research based strategies that focused reading across the curricular areas. Staff received training in Marzano, Thinking Maps, Write for the Future, and differentiation.

Currently, administration and staff have begun to discuss the transition from California state standards to common core, 21st Century learning, and college and career readiness. With this new understanding, all teachers realize that an emphasis on non-fiction curriculum, and increased lexile will be necessary for students in light of new national testing. This requires all teachers to be reading

teachers emphasizing the strategies of comprehension, accuracy, fluency and extended vocabulary. Seeking the support of the district professional development coordinator and the content coaches, CRHS will be undergoing a series of professional development workshops that focuses on improving reading strategies for struggling learners. In addition, teachers will receive training in common core standards; participate in district calibration, PLCs, and using and analyzing data to guide instruction. These pathways will help teachers to focus on incorporating non-fiction, technical documents, increased use of technology, and rigorous learning opportunities.

By identifying this growth area in our action plan, we have set several steps in motion to equip teachers with the necessary skills and resources to meet this goal.

Recommendation 3
Consider additional resources to supplement the mathematics program, particularly in Geometry.

Geometry is an extremely important part of the CRHS math program. At HUSD, passing geometry is a requirement for graduation. However, at CRHS data indicates that students are not demonstrating strong conceptual knowledge of the subject matter. Most students enrolled in geometry have failed to earn units and are required to make measurable progress in this area in order to graduate and be post secondary ready for careers. Our geometry teacher is focused on the concept of higher order thinking and raising the levels of student understanding and mastery. Though student data has shown that students lack proper preparation, CRHS works diligently at having students become more adept at using critical thinking skills. To accomplish this, the geometry curriculum is differentiated and modified so that students can be engaged and involved in the learning process. Various methods are employed to explain concepts, assess and allow students to become more aware of their cognitive skills, which enhances teaching practice and student achievement. Since the initial WASC accreditation, the geometry department utilizes STAR as a curriculum based measure to determine student areas of strength and growth, and supplemental materials such as Pacemaker to give all students access to core curriculum.

Recommendation 4
As enrollment allows, increase elective opportunities for students.

CRHS was established to offer students an alternative choice to recover deficit credits through short-term unit production in small class sizes where students

can reconnect with positive role models who inspire and encourage them to life-long learning success. Teachers tailor curriculum to meet identified student needs and allow students the flexibility to engage in rigorous instructional activities that have captured their interest more than traditional, comprehensive content-based classrooms. Both teachers and students report that multiple grading periods and constant feedback help motivate students by packaging curriculum in manageable units that allow for sustained student engagement. Student performance and work product allow for CRHS to use a variety of curriculum, instruction and assessment experiences. This results in a better match for the student's academic, social, emotional, and behavioral sense of accomplishment. Students transferring from comprehensive high schools lack units, and/or have behavioral and attendance problems. Given that, most students for graduation or to transfer back to their home school are in need of core curriculum unit progression. Thus, though electives, clubs, extra-curricular activities are important for students to positively connect to school, a major focus is on English, math, social studies, and science recovery. At CRHS, in order to meet graduation requirements, Odyssey is used as a computer based system to provide instruction for the purposes of intervention, advancement and personalization. Computer based programs and technology in the classroom allow for a wide variation in student ability and proficiency levels.

To meet the mission, vision, and goals of CRHS and increase student engagement, many teachers use interdisciplinary projects integrating electives, ROP and community partnerships to strike a balance between rigor and relevance. Therefore, CRHS proudly offers a variety of art classes, ASB and ROP Computer Learning Applications. As a way to supplement the lack of electives, CRHS has provided students with athletic programs, dances, clubs, blood drives, lunch time activities, and senior activities. CRHS recognizes the need for increased elective opportunities and has identified area of need in the action plan. Through the PLC process, this need will be further addressed.

Recommendation 5
Identify and quantify ASAM goals that will more adequately represent your students.

Canyon Ridge High School is one of two alternative education campuses within Hesperia Unified School District. Previous administration, along with the Director of Alternative Education from the district, researched the Alternative Schools Accountability (ASAM) model as a suggestion by the initial WASC visitation as the other continuation school participates in the program.

Previous administration found the following information from the California Department of Education. Alternative Schools Accountability Model (ASAM) was

developed following the passage of the 1999 Public Schools Accountability Act (PSAA), (California *Education Code* Section 52052 [h]), which required that by July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education (SBE), "shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools."

Participation in the ASAM is voluntary. In July 2000, the SBE approved the framework for the alternative accountability system developed by the PSAA Advisory Committee. Based on that framework, the resulting ASAM included SBE-approved performance measures that assessed a school's ability to serve high-risk students. From 2001–02 to 2008–09, schools participating in the ASAM selected three of fifteen indicators, and those three indicators comprised their school-level ASAM report. The ASAM school-level reports were publicly posted each year.

Due to budget constraints beginning in 2009–10, ASAM schools are now held accountable under the Academic Performance Index (API) and receive growth targets as all other schools. However, ASAM schools do not receive API ranks. ASAM schools are no longer required to collect and report data to the California Department of Education on ASAM performance measures as required in previous years.

Under federal requirements, ASAM schools must meet the same Adequate Yearly Progress (AYP) criteria as all other schools. As for all schools, ASAM schools may be identified for Program Improvement (PI) if the school misses AYP for two consecutive years.

Canyon Ridge was established in 2007-2008, with the understanding that funding was cut and that alternative schools such as Canyon Ridge would be held to the same Federal mandates of No Child Left Behind and the current Elementary Secondary Education Act. It was decided that Canyon Ridge would not participate in the program, as there was no benefit to the staff, students, or school community.

III

SUMARY

STUDENT/COMMUNITY PROFILE- OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

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CHAPTER THREE

Student Performance Data

Academic Performance Index (API)

Past performance – growth target, growth API. Has the school met the growth target? Have all subgroups met targets?

	2010	2011	2012
API	618	512	538
	Numerically Insignificant	Numerically Insignificant	Numerically Insignificant
Target Growth Met	Y	Y	Y

Current API Growth Report, including subgroups

	2010	2011	2012
Hispanic	610	510	495
SES	595	508	514
EL	604	529	526
White	--	535	623

School Ranking and Similar School rankings (at least 3 years)

Information not available.

Alternative Schools Accountability Model (ASAM) school:

n/a

California Standards Tests (CSTs)

A three-year comparison review of CST data for 2009-2012 enrolled students indicates that over half of the student population is performing at Below Basic or

Far Below Basic in English Language Arts. CST data in Mathematics (including General Mathematics, Algebra, and Geometry tests) indicates that the majority of students are performing at Below Basic or Far Below Basic in Mathematics.

The information revealed from these test results tells us only where those attending students were academically on test day. What it does not tell us is whether or not our methods of instruction are successful. We focus on short-term classroom results, progress reports, course completion data, and finally the pass rates on the California High School Exit Exam (CAHSEE). Due to our ongoing enrollment, students may be enrolled and quickly tested before our staff can influence their progress. The HUSD comprehensive high schools that feed into CRHS send a targeted student population prior CST and CAHSEE testing windows. Many of these students lack the seat time at CRHS before testing as students at Canyon Ridge. Therefore these test scores do not reflect the curriculum and instructional practices of CRHS.

As evidenced in the charts below, we need to improve outcomes for our students in both English and mathematics. Although we have some academic interventions in place, the data below suggests we need to evaluate those and consider additional programs and interventions.

Multi Year Comparison Report for English-Language Arts
Test Years 2009-2010, 2010-2011, 2011-2012

	2008-09	2009-10	2010-11	2011-12
Advanced	1%	2%	3%	1%
Proficient	5%	4%	7%	7%
Basic	22%	27%	27%	26%
BB	40%	36%	32%	34%
FBB	30%	27%	31%	32%

Multi Year Comparison Report for Algebra I
Test Years 2009-2010, 2010-2011, 2011-2012

	2009-10	2010-11	2011-12
Advanced	0%	1%	0%
Proficient	2%	2%	0%
Basic	10%	12%	6%
BB	52%	51%	46%
FBB	34%	34%	48%

The above Algebra I graph compares the past three years for Canyon Ridge High School. On average, 88 students participated each year. During the three years listed is an increase in the Far Below Basic group from 34% to 48%. The Basic group has declined from 10% to 6%. The above Basic groups remain relatively consistent.

In 2009-2010, 77% of all San Bernardino County students who took the Algebra I CST scored below Proficient. During that same year statewide, 69% scored below Proficient.

Multi Year Comparison Report for Geometry
Test Years 2009-2010, 2010-2011, 2011-2012

	2009-10	2010-11	2011-12
Advanced	0%	0%	0%
Proficient	0%	4%	8%
Basic	0%	16%	19%
BB	0%	44%	46%
FBB	0%	36%	23%

The geometry CST scores over the past three years are showing a definite positive trend. "Basic" students have increased during the past three years from zero to 19%. However, there has been fluctuation in participation from 5 students in 2009-10, 23 students in 2010-11 and 19 students during the 2011-12 school year. No students tested higher than the Proficient level.

In the county of San Bernardino, 2009-2010 geometry scores showed that 81% of all geometry test-takers scored below Proficient. In the state of California during the same year, 73% of all geometry test-takers scored below Proficient.

Multi-Year Comparison of CELDT
Test Years 2009-10, 2010-11, 2011-12

	2009-10	2010-11	2011-12
Advanced	9%	5%	12%
Proficient	42%	25%	39%
Basic	44%	60%	45%
BB	3%	8%	0%
FBB	0%	0%	3%

Multi-Year Comparison of English Learners CST English-Language Arts
Test Years 2009-10, 2010-11, 2011-12

	2009-10	2010-11	2011-12
Advanced	4%	0%	0%
Proficient	4%	4%	4%
Basic	32%	60%	40%
BB	44%	32%	36%
FBB	18%	4%	20%

Multi-Year Comparison of English Language Learners CST Mathematics Test Years 2009-10, 2010-11, 2011-12

	2009-10	2010-11	2011-12
Advanced	0%	0%	0%
Proficient	4%	0%	0%
Basic	12%	8%	16%
BB	44%	52%	52%
FBB	40%	40%	32%

The past year showed some improvement for EL mathematics students. Though no students scored Proficient, there appears to be movement from "below basic" and "far below basic" to "basic."

Our EL students who scored Far Below Basic decreased from 40% to 32% over the three-year period. EL students averaged 37% Far Below Basic. In general, most EL students at Canyon Ridge do not score Proficient or above. Clearly, we must address all English Learners to help them become more functional in English/Language Arts. However, the percentages are misleading in that the "official" EL population of CRHS is about 16%. We must keep in mind that often the actual number of EL students tested is quite small. For example, in 2011-2012 only one EL student was tested. The resulting percentage gives a distorted picture of the entire English Learner program at Canyon Ridge.

On a statewide level, the following percentages of California students tested below the proficient level in English-Language Arts:

Grade	2011-12
9	71%
10	76%
11	78%

CAHSEE Trends

In the high stakes world of testing, CRHS needs to continue to strive to improve its CAHSEE scores. However, trends relative to the number of students attempting and students passing the CAHSEE are positive and encouraging. In addition, our CAHSEE Boot Camp, in which students were given intensive training, began this year. One full day of math and one full day of language arts with test-taking strategies were included throughout the instruction.

For the past three years Canyon Ridge High School has been experiencing high and lows within student performance on the California High School Exit Exam. In the 2009-10, CRHS school year saw more 11th graders pass the exit exam than ever before; this was followed by a sharp decline in 2010-11 school year. During the 2009-10 school year, 85 of 235 students passed the exit exam, 47 of which were juniors.

CRHS has also seen an increase in 10th grade students both testing and passing the exit exam. Traditionally, CRHS only accepts students who are sixteen years or older. However, as the comprehensive high schools within the district are experiencing more growth than expected, CRHS has been willing, on a limited basis, to accept students who are younger than in past years.

Multi-Year CAHSEE Results, 10th Grade

	Total Tested	Passed ELA	Passed Math
2009-10	49	19 38.7%	10 20.4%
2010-11	44	21 47.72%	13 29.5%
2011-12	46	21 45.6%	21 45.6%

Multi-Year CAHSEE Pass Rates for Math

	2009-10	2010-11	2011-12
Combined grades	**16%**	**25%**	**45%**

Multi-Year CAHSEE Pass Rates for English-Language Arts

	2009-10	2010-11	2011-12
Combined grades	**36%**	**32%**	**52%**

CAHSEE Trends for Sub-Populations

Two significant subpopulations were identified and analyzed: Hispanics and English Language Learners. The Hispanic subpopulation, chosen because of its significant size, all trends were improving, with the largest growth of 3% being found in the number of students who had passed both portions of the CAHSEE.

The EL subpopulation, chosen because of their significant academic deficiencies, showed an increase in scores. The ELA pass rate increased by 16% between 2010-2012; moreover, 19% more students passed the math portion of CAHSEE between 2010-2012. EL students will continue to be a focus for CRHS as this subpopulation is expected to increase. Returning to a school-wide approach of teaching reading and writing across the curriculum will be one of our strategies for addressing these deficiencies.

Adequate Yearly Progress (AYP) Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.

AYP—English Language Arts

- 2011-12 Participation Target Rate: 94% Met: Yes
- 2011-12 Proficiency Target Rate: 77.8% Met: Yes

	2009-2010			2010-2011			2011-2012		
	Valid Scores	% Proficient	Met Target	Valid Scores	% Proficient	Met Target	Valid Scores	% Proficient	Met Target
All Students	3	N/A	N	4	N	N	18	2	Y
African American	0	N/A	N	2	N	N	2	--	Y
Hispanic	1	N/A	N	1	N	N	12	8.3	Y
White	1	N/A	N	1	N	N	3	--	Y
SES	3	N/A	N	4	N	N	15	6.7	Y
EL	1	N/A	N	1	N	N	4	--	Y
SWD	0	N/A	N	1	N	N	0	--	Y

AYP—Mathematics

- 2011-12 Participation Target Rate: 95% Met: Yes
- 2011-12 Proficiency Target Rate: 77.4% Met: No

	2009-2010			2010-2011			2011-2012		
	Valid Scores	% Proficient	Met Target	Valid Scores	% Proficient	Met Target	Valid Scores	% Proficient	Met Target
All Students	3	N/A	N	4	N	N	23	0	N
African American	0	N/A	N	2	N	N	2	--	N
Hispanic	1	N/A	N	1	N	N	16	0	N
White	1	N/A	N	1	N	N	4	--	N
SES	3	N/A	N	4	N	N	19	0	N
EL	1	N/A	N	1	N	N	7	--	N
SWD	0	N/A	N	1	N	N	1	--	N

Canyon Ridge High School is committed to aiding students achieve the credits necessary for graduation, and the skills necessary for success in life. That being said, CRHS did make the target for ELA in 2011-12. CRHS made school-wide and SES graduation rate for 2011-12, but missed the Hispanic subgroup target.

California English Language Development Test (CELDT) assessment results-number and percent of students at each proficiency level.

Multi Year Comparison Report for CELDT

	# Tested	2009-10	# Tested	2010-11	# Tested	2011-12
All Students	48		48		47	
Advanced		10%		10%		13%
Early Adv		35%		33%		34%
Intermediate		44%		50%		43%
Early Intermediate		10%		6%		6%
Beginning		0%		0%		4%

The number of students tested in CELDT is not indicative of our population. It is tremendously understated. Many families do not IDENTIFY their EL status on the Home Language Survey.

College SAT and/or ACT results, including numbers of students taking the exams and percentage approved for CSU Early Assessment Program.

Canyon Ridge students have an opportunity to participate in the SAT or ACT through their comprehensive high schools. These schools include Sultana, Oak Hills and Hesperia High Schools. Although our students have access to these college assessments, many students transition to Victor Valley College and very few take the opportunity to take college entrance exams.

Advanced placement tests, including number of students enrolled in AP courses and percentages taking the exams and percentage of students passing the exam

AP tests and courses are offered at each comprehensive high school in Hesperia: Sultana, Oak Hills and Hesperia High Schools. Again, although our students have access to these college assessments, many students transition to Victor Valley College and very few take the opportunity to take college entrance exam.

Completion Rates

Graduation rates (see AYP or CBEDs data)

Canyon Ridge's graduation rates are steadily increasing. Please be aware of the unique situation that many of our students resolve their credit deficiency and return to the comprehensive programs mid-year to graduate.

June	Graduation Rates
2009-2010	38%
2010-2011	44.8%

Number of entering freshmen compared to exiting seniors

The number of entering freshmen compared to exiting seniors is insignificant; less than 1%.

Dropout Rates

	Dropout Rate
2009-2010	22.8%
2010-2011	25%

Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce

Due to budget constraints, we are unable to hire a career center person to follow our post-graduates. Through informal methods of social media, on-going contact with former graduates, we do follow their progress to the best of our ability. Students who return to our local high schools, however, are followed through contact with the other sites.

Student Perception Data

During the 2010-2011 school year, a student survey was conducted asking students what they saw as the obstacle to their achievement, how we could help them and how they could help themselves. Students surveyed were very honest in their responses about being "lazy," about not wanting to do homework once

they arrived home. Many said they know they needed to "step it up, stop being lazy and really start to buckle down."

To the question about what staff could do to assist them there were, as you would expect, some interesting answers to include: "give easier and less work," but more serious answers included more, "tutoring after school," and the realization that they needed to spend more time being serious about their work. Some expressed that they had made a turnaround this year when their "light" went on. Many openly said that staff was doing everything they could, but it was up to the students themselves to meet staff halfway. Of course, others expressed family issues and other outside problems preventing them from focusing on their studies.

During the 2012-13 school year the student at CRHS were surveyed and the following results were calculated from the student's responses.

- Majority of students either "Strong Agree or Agree" that the campus and grounds are a clean and safe.
- Majority of the students feel that the staffs expectations for grading and behavior are clear.
- Majority of students "Agree" that teachers are available for students needs.
- Majority of the students "Agree" that teachers use variety of assessment tools to evaluate student learning.
- Students "Agree" that there is last one adult on campus that they can speak with, however 33 students stated "Not Sure."

It is important to note that the next student survey will not include the choice of "not sure." Also, staff needs to present the questions on the survey in a coherent, uniform way to insure all students understand the questions. Still, the findings from the student survey supports the mission, vision, values, goals, and ESLRs of CRHS. Students see and feel that CRHS supports recovering credits through clear expectations for coursework, behavior, and attendance; relating positively to adults as role models for inspiration and motivation; and regard lifelong learning and communications skills as a means to guide and encourage student success for life in the 21st Century and for post secondary college and career readiness. CRHS is indeed a place where life-changing attitudes are made!

CHAPTER THREE SUMMARY

CST data for 2009-2012 indicates that over half of our student population is performing at Below Basic or Far Below Basic in English Language Arts and Mathematics (including General Mathematics, Algebra, and Geometry tests).

As a staff, we have analyzed CAHSEE data and have devoted a considerable amount of instructional planning time addressing CAHSEE concerns. Several interventions have been implemented over the years, including a Skill Builders class in Math for upper classmen who had not passed the CAHSEE, and includes a CAHSEE Boot Camp this year. Our first session was a four day Boot Camp with all 11th and 12th graders who had not passed for a full day in math and one full day in language arts with test-taking strategies were included throughout the instruction.

CRHS needs to continue to strive to improve its CAHSEE scores. We attribute our students' increased achievement with CAHSEE to smaller class sizes, a more personalized instructional program, individualized and prescriptive CAHSEE intervention, and our focus on competency-based education.

Clearly, we need to improve formal testing outcomes for our students in both English and Mathematics. Although we have some academic interventions in place, we need to investigate additional programs and interventions.

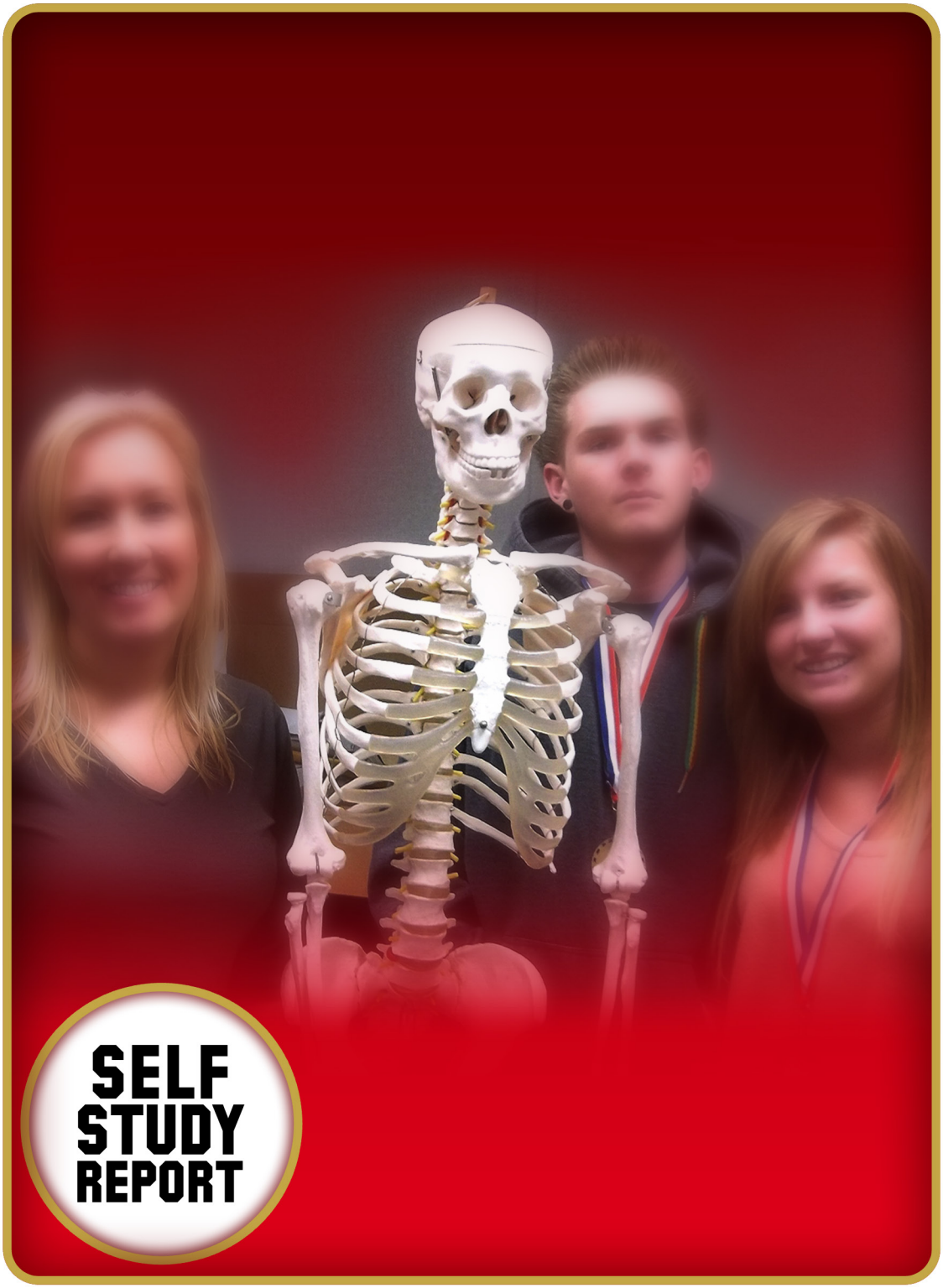
The information revealed from these test results tell us only where those attending students were academically on test day. What it does not tell us is whether or not our methods of instruction are successful. For that we must return to short-term classroom results, progress reports, course completion data, and finally the pass rates on the California High School Exit Exam (CAHSEE). Due to our ongoing enrollment, students may be enrolled and quickly tested before our staff can influence their progress.

To conclude, CRHS is proud of a 26 point API growth for 2011-2012. Staff find that contributing factors to the increase is a skilled, knowledgeable, and experienced staff, small class size, the number of grading periods for quicker credit recovery, and the ability to differentiate and modify curriculum to meet the needs of all students. Though CRHS uses high stakes state testing data as one way to inform classroom practice, staff realizes the many challenges that occur with the student population from attendance and behavioral issues to language and ability issues. Staff believes that the mission, vision, and ESLRs emphasize the structure, foundation, and purpose of the school to graduate and be prepared for success in career and life. Keeping that focus, teachers use formative assessment to diagnose and check for understanding. Teacher designed lessons, quizzes, and tests as well as curriculum-based measures are used to plan units, guide instructional methods, and to adjust practice in

deliberate ways to meet the diverse needs of students. Teachers use a variety of authentic assessments as ways to determine mastery of standards. Administration and faculty further understand that the transition to Common Core will require different approaches and are beginning to implement PLCs as a vehicle for change to empower teacher collaboration. This will allow both faculty and students to be prepared for the 21st Century skills of collaboration, creativity, critical thinking, and communication.

IV

SELF-STUDY



SELF STUDY REPORT

- ORGANIZATION
- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- SCHOOL CULTURE

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

IV-A

ORANIZATION

SELF STUDY REPORT

- **ORGANIZATION**
- **CURRICULUM**
- **INSTRUCTION**
- **ASSESSMENT**
- **SCHOOL CULTURE**

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

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

A1. Organization Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS

Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: Comment on pertinent student/community profile data that has impacted the development of the vision and the expected school-wide learning results.

Findings	Supporting Evidence
The vision of Canyon Ridge High School is to be a catalyst that ignites a passion for learning through personal, social and academic growth. To that end, the mission of Canyon Ridge High School is to promote opportunities for personal insight and growth, improve social skills, and academic achievements by providing: powerful teaching in small classes by a caring staff in a safe environment; respectful staff/student interaction; and a means to graduate from high school and make a positive and productive future. Therefore, the Expected School-wide Learning Results (ESLRs) are Recover, Relate and Regard. Students **Recover** lost units through a challenging standards-based curriculum and will demonstrate measurable progress towards high school graduation. Students will **Relate** well to peers and authority figures, which will bring skills necessary for self-directed lifelong	● Hesperia Unified School District Core Values ● ESLRs ● CRHS Mission/Vision ● SPSA ● School Board Meeting Minutes ● Monthly Graduation Plan Progress Report (GPPR) ● API/AYP ● CST scores ● Individual student monitoring

learning by meeting established behavior and attendance expectations. Students learn to **Regard** communication skills such as reading, writing, creative arts, speaking and the use of technology as effective tools for lifelong learning. The Canyon Ridge High School Vision responds to the need for a relevant program for our students as they prepare to enter the competitive world of post-secondary education and careers. Canyon Ridge High School's Vision and Mission statements are based on the belief that all students can learn and can perform at high levels. The Vision and ESLRs continue to reflect our shared commitment to the learning and growth of every student. The district has developed a set of Core Values that are incorporated into the Single Plan for Student Achievement (SPSA). The process for evaluating the school's vision involved all stakeholders. The Leadership Team gathered recommendations from the staff, parents, students and community members. The district's Core Values, CRHS Mission, Vision, and ESLRs all reflect shared commitment to the learning and growth of all students. Through the ongoing Focus on Learning process and the development of the Single Plan for Student Achievement (SPSA), there is an established and effective process in place for addressing student and community needs. Student/community profile data indicates that students need access to standards-based curriculum through smaller class sizes and more individualized instruction.	

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results are effective.

Prompt: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results.

Findings	Supporting Evidence
All stakeholders had an active voice in the creation of mission, vision and ESLRs. The initial leadership team created the mission and vision statements as Canyon Ridge High School was breaking ground in 2007. Teachers, administration, counselor, parents and students were all involved, contributed, and approved the school plan. Using the Focus on Learning process, CRHS works collaboratively to build and refine a shared decision making culture. This foundation allows for shared leadership amongst staff to evaluate student performance data and insure the effectiveness of current programs.	● School Site Council ● ESLRs ● Mission/Vision Statements ● Collaboration Wednesdays ● Common prep time ● SPSA

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school-wide learning results.

Prompt: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected school-wide learning results.

Findings	Supporting Evidence
The process for evaluating the school's vision and ESLRs involved all stakeholders. The entire teaching staff is the leadership team who participates in an ongoing review of the school purpose and the expected school-wide learning results based on student performance data. The vision, mission and ESLRs continue to reflect the shared commitment to student success through effective curricular programs.	● School Site Council ● ESLRs ● Mission/Vision Statements

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: Examine the effectiveness of the process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, global, national and local needs, and community conditions.

Findings	Supporting Evidence
Hesperia Unified School District and Canyon Ridge High School administration and staff regularly review and examine the school's purpose as it relates to students' needs. In addition, the school implemented a variety of programs to enhance student achievement, e.g., Most Improved Student of the Month awards given by each teacher, the FLAIR program for English learners,	● 2007 Vision statement ● 2007 ESLRs, STAR, CAHSEE, CMA, and CELDT test results ● Data Director ● Use of District Approved Assessments ● ESLRs Posters ● CAHSEE Boot Camp 2012 ● PowerSchool--monthly grades ● Monthly transcripts

CAHSEE Boot Camp, and the ELAC Parent Advisory Group. Monthly awards are given for high unit earners, perfect attendance, and Student of the Month for each teacher. Student achievement data is collected and analyzed on an ongoing basis by each teacher. Grades are issued monthly, and Graduation Progress Plan is given to students on a monthly basis. Data is also analyzed through Data Director, CAHSEE and CST results. This system provides all staff access to data collected from a variety of tests such as the California High School Exit Exam (CAHSEE), District/Faculty-created benchmarks, California State Tests (CST), and the California English Language Development Test (CELDT). Data Director also houses such student information as the district's language survey and classification of our English Language Learners status--EL (English Learners), IFEP (Initial Fluent English Proficient), EO (English only), and RFEP (Reclassified Fluent English Proficient). Through the ongoing Focus on Learning, Canyon Ridge High School staff routinely refines the school's purpose. The school's purpose is to address student needs for 21st century learning and the shared collaborative culture amongst all at Canyon Ridge promotes a singular focus on student success. The process occurs at School Site Council, Collaborative Wednesday, shared prep, Focus Groups and Home Groups.	● Individual unit slips

A1. Organization: Additional Findings

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
According to our recent CST data, we have learned that our individualized attention to students has had an impact on student achievement; however, we do hope to see greater improvements in the 2012-2013 school year as the staff is focusing their efforts on improving student achievement. To support the vision and mission of Canyon Ridge High School that all students can achieve high academic levels, Canyon Ridge High School has implemented innovative programs such as FLAIR. FLAIR is an extracurricular academic program that is designed to help English Language Learners improve their achievement in English Language Arts skills and related areas. Teachers are hired on an hourly basis to teach in new and innovative ways to encourage and motivate ELL students to learn. Sessions of FLAIR have traditionally started in October and ended in May. Each session is four to six weeks in length and covers a different topic. Topics have included report writing, writing the school newspaper, and reading through board games, family history projects and CAHSEE review. Canyon Ridge High School has been using the program since August of 2010. The FLAIR program is funded through the Hesperia Unified School District Language Support office. Along with Flair, we have sessions of 6/6 classes with our ELL students. Our 6/6	● Flair Data ● Board Approved Textbooks ● CST Performance Data ● 6/6 Data ● DLAC/ELAC ● Staff Development

classes are offered in Social Science and Science to increase skills in ELA and Math through these two subject areas. Our teachers alternate sessions--two sessions for Social Science and two sessions for Science each year. The sessions are typically four weeks in length. Teachers use district adopted textbooks that are aligned with state standards. The entire staff has been trained in differentiated instruction. Curriculum is customized based on student needs. Meetings are held during the staff's common prep period to discuss student progress and achievement.	

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Supporting Evidence
The governing board communicates regularly with the district staff, which then communicates regularly with the sites through weekly district-wide management meetings. The district cabinet reports student achievement results and program success to the school board. The sites have autonomy to meet student needs through the board's site-based management philosophy. The Hesperia Unified School District's governing board has approved a site-based management approach, which provides autonomy to the individual sites to create, review, and refine the school's vision, mission, purpose, and ESLRs. The five-member HUSD Governing Board meets once or twice monthly, depending on district needs.	● Board Meeting Schedule ● Policy for Selection of Board Members ● HUSD Standards and Policies ● HUSD Governing Board Minutes ● School Site Council ● HUSD annual goals ● SARC

The vision, core values, and goals are communicated clearly with the sites through the management team and through the board meetings. Minutes from board meetings, as well as video minutes of board meetings are available online at the district's web page. The focus is an environment of academic excellence with all fiscal, facility, and staffing needs met. The district's core values are incorporated in the Single Plan for Student Achievement. The school submits the SPSA to district cabinet for recommendations and revisions. Once the site finalizes the plan, it is approved by school site council and is submitted to the school board for approval. The district office monitors data-driven instruction through a variety of resources. The office of Educational Services oversees curriculum calibration committees, district benchmarks, site pacing plans, and state-mandated testing. The office of Language Support Services (LSS) oversees all assessments relating to the District's English Language Learner (ELL) population: the California English Language Development Test, CSTs as they relate to ELs, monitoring re-classified proficient students, as well as distributing mandatory information to sites such as the Language Survey.	

Understanding Role of Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?

Findings	Supporting Evidence
HUSD's board policies, by-laws, and core values are located on the district's website. The board minutes and videos of board meetings are available on the district website. Parents have opportunities to make suggestions and discuss issues with the governing board. The board members have their personal phone numbers posted on the district website and are willing to discuss issues and concerns of parents and staff. During board meetings parents are provided an opportunity to speak on issues relevant to the district or school sites. A local newspaper, the *Hesperia Star,* regularly reports on news events as they relate to the district and school sites. The *Hesperia Star* and *Daily Press* are also vehicles for the Superintendent, Board Members, and CRHS to provide information to the community. Canyon Ridge High School's website also provides current information for students, parents, and the community. Parents can participate in the school's governance through a variety of committees such as the School Site Council, ELAC committees, and attendance at board meetings, volunteers.	● Language Support Services ● Principals' Roundtable ● Instructional Management ● HUSD Governing Board Policies www.hesperiausd.org ● The Hesperia Star ● The Daily Press ● School website: www.canyonridge.me

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

Findings	Supporting Evidence
The Hesperia Unified School District governing board has approved a site-based management approach which provides autonomy to the individual sites. The board reviews student performance at each of the school sites, reviews overall school operations, and the fiscal health of the school. Board Policy 4100 states: "The Governing Board recognizes that teachers and other certificated personnel work closely with students in carrying out the district's educational goals. The Superintendent or designee shall ensure that the duties, responsibilities, and district's expectations for school sites and certificated positions are clearly defined and made known to each member of the certificated staff. Each certificated staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with law and negotiated agreements. The Board strongly encourages certificated staff to continually improve their skills and pursue excellence within their profession. Policies, rules, and regulations related to certificated personnel shall be available to all concerned and shall be administered in a fair and equitable manner."	● Board Policy ● Formal Observations ● DAP (District Accountability Plan) ● SAP (School Accountability Plan)

A3. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?
To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A3 INDICATORS AND PROMPTS

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Findings	Supporting Evidence
Data is collected, disseminated and analyzed with the use of Data Director so that all staff have a voice in determining the SPSA's goals for student achievement. The SPSA is the backbone allowing allocation of funding support for the curricular program for the school. Departments are in various stages of using data driven instruction. CST data is analyzed and discussed among all departments. Collaboration time is used to allow teachers to meet, analyze data, and align curriculum to improve student achievement. Collaboration Wednesdays and common prep periods are the vehicles that drive the collaborative process used to initiate inquiry and action research to achieve better academic results for students. However, the extent to which departments utilize data to improve instruction on a day-to-day basis varies by department. Departments are in	● Collaboration Wednesday ● Staff surveys ● Student achievement results ● WASC focus groups ● Leadership and School Site Council Meetings ● Department and Staff Meetings ● District Standards ● School Vision and Mission Statements ● SPSA

the beginning phase of using data to improve student achievement in all subjects. All subjects use curriculum following district, state and national standards. All core curriculum areas use standards-based pacing plans aligned to ensure all standards are taught. The school leadership and staff discuss test data, modify curriculum, and address student needs. The meetings include, but are not limited to: management meetings, department meetings, staff meetings, leadership team meetings, collaboration meetings, and focus group and home group meetings. Collaboration meetings take place on Wednesday during late start days. Collaboration is for staff development on instructional strategies, integration of technology, and English learner strategies. This time is also used for data analysis, WASC focus groups, and WASC home groups.	

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school-wide learning results, and academic standards.

Prompt: What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school-wide learning results, and academic standards?

Findings	Supporting Evidence
Department groups review the Single Plan for Student Achievement routinely. Each department analyzes data and targets strands for improvement. Departments then create strategies, goals, and action tasks in order to reach the student achievement goals. Revisions are based on student needs determined by data and district-aligned goals. The SPSA is reviewed by leadership and must be approved by School Site Council. ESLRs focus students on recovering units to meet graduation requirements, relating life and career skills and regarding information and technology as a tool for learning. Using the SPSA as the structure maximizes student achievement and emphasizes critical thinking, collaboration, communication, and creativity amongst staff and students.	● SPSA ● School Site Council ● Department Meetings ● Student Performance Data ● Instructional Materials ● CST analysis by department

A4. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of the employment policies/practices related to qualification/statutory requirements of staff.

Findings	Supporting Evidence
"The Governing Board recognizes that the success of the District students and programs hinges on effective personnel. The Board desires to establish safe and supportive conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students" (HUSD Board Policy, 4000). All teachers at Canyon Ridge High School are highly qualified. Paraprofessionals meet the district criteria and are certified by the district; paraprofessionals also participate in Collaboration Wednesdays. Classified office staff is cross-trained in the duties of all office staff to fill in as necessary for others. The district and site leadership continually refine professional development activities. The assistant superintendents, principals, coordinators, directors, and vice principal maintain the district's staff development program. These individuals ensure that the district's staff development program is	● Highly Qualified Staff ● Collaboration Wednesday ● BTSA ● Focused in-service and trainings ● Staff and department meetings ● The School Site Council ● Student Testing Data ● WASC Focus on Learning ● Cross-training of classified staff allows them to fill different positions as necessary ● SB472 Training ● BTSA and induction programs in place for new teachers

aligned with district priorities, student achievement, school improvement objectives, and school plans established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students.	

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.

Findings	Supporting Evidence
Teachers, given current fiscal restraints, are afforded opportunities within any given year to attend professional development conferences, workshops, and training. New teachers are supported through a variety of means including: BTSA, department support, New Teacher Academy, and inter-departmentally through Wednesday Collaboration mini-sessions. Pursuant to Education Code, first and second year teachers must complete a beginning teacher induction program (BTSA). Each participating teacher is assigned a support provider who is an experienced teacher, knowledgeable about beginning teacher development and needed competencies, and effective in interpersonal and communication skills. The district offers a variety of staff development opportunities. Many staff members have received training in Thinking Maps, Marzano Strategies, Framework for Understanding Poverty, and English Language Learner training, and SB472. Teachers within departments often present	● Collaboration Wednesday Schedule ● Conference Lists ● BTSA Program ● HUSD Board Policy 4131 ● Common Prep (6th Period) ● PLC (Professional Learning Community) ● Mathematics EAP Training ● SB472 Training ● Various Conferences

best practices during Wednesday collaboration. Best practices are sometimes shared inter-departmentally through collaboration Wednesday time. Teachers who are well-trained in instructional technology present and mentor fellow staff members. Some of the inter-department trainings that have taken place include: ELMOs (document projectors), e-Technologies Interwrite Pad, student response systems, EDmodo web site. The Board and site principals allocate funds for conference attendance. There is a board-approved master list of appropriate and district goal-aligned conferences. Again, considering budgetary allowances, faculty regularly attends professional development conferences and trainings. In the past, some of our staff has attended even at their own expense. Currently, CRHS is attending the first year of PLC training. PLC norms have been established. The Focus on Learning process has assisted in the implementation of PLCs by focusing on shared leadership, a collaborative culture, data driven decision making and group consensus. The mathematics department has attended district led training for the Mathematics Early Advanced Placement test along with associated training and SB472 training. The EAP training was based on encouraging students taking any mathematics class higher than Algebra 2 to take and pass an optional test in order to skip remedial math at the college level. The training associated with the EAP and SB472 was focused on taking a more student-based approach to the various mathematics curricula taught throughout HUSD. There	

was also emphasis on how to address the upcoming Common Core Standards. The training included techniques and practices that focused on how to increase the complexity of mathematics practice in order to assure that our students will be able to meet the requirements of Common Core Standards. Currently all teachers are highly qualified. According to board regulation 4131: "The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to: visits to other classrooms or schools, professional development conferences, peer conferences, classes and workshops offered by the district, county office of education, or other agencies, and courses in institutions of higher education."	

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Findings	Supporting Evidence
Canyon Ridge High School has placed all its teachers in their area of expertise. All of CRHS faculty is highly qualified pursuant to NCLB requirements. Teachers meet with the principal, vice principal, and counselor in the spring preceding the following school year regarding the master schedule. Every teacher has an opportunity to discuss their requests, needs, and concerns. The teaching assignments for the next school year are known at this time to allow teachers time to prepare as necessary for the upcoming school year.	● Teacher Collaboration ● End of the Year Teacher Meetings ● Master Schedule

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
Board policy clearly states that the Superintendent or designee will ensure that the duties, responsibilities, and district's expectations for certificated positions are clearly defined and made known to each member of the certificated staff. Each	● Board Policy ● Administrative Regulations ● BTSA ● Teacher Evaluations/Goals ● HTA Contract ● CSEA Contract

certificated staff is held accountable for duties assigned to him/her and will undergo regular performance evaluations in accordance with law and negotiated agreements. Teachers are informally observed by administration on a regular basis. Tenured teachers are also observed formally every other year for their first ten-year tenure. After ten years, tenured teachers are observed every two-to-five years. Beginning teachers are observed twice annually by administration and several times yearly by the BTSA support providers.	● Administrative Training

Internal Communication and Planning

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

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?

Findings	Supporting Evidence
Canyon Ridge High School evaluates the effectiveness of processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning with a variety of methods. CRHS staff communicates through consistent weekly staff collaborative meetings, notices in mailboxes, ad hoc meetings, email, mail, and connected messages. Administration has an open door policy that allows staff to address questions and concerns through one on one conversation or within the group.	● Staff Meetings ● Collaboration Wednesdays ● Electronic Communication (Email) ● Connect Ed ● Notices in mailboxes

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?

Findings	Supporting Evidence
Due to the small size of our campus and corresponding student body, teachers develop strong relationships with students. Teachers have high expectations and can set personalized goals to recover and earn units to meet the educational goals. Some teachers have taken advantage of release time to observe others within our site or other local comprehensive high schools and have found this to be a valuable experience. Teachers have the opportunity to participate in staff development both within and outside the district. Teachers have participated in training and had the opportunity for further training in areas such as Marzano, vocabulary, writing, Frameworks for Poverty, Thinking Maps, Data Director, and PowerSchool. Collaboration Wednesday and common prep time is utilized to share best practices, discuss student performance data, design lessons, cross-curricular planning, Focus on Learning processes, review ESLRs/SPSA goals, determine staff development needs, assist administration in developing professional development opportunities,	● Collaboration Wednesdays ● Staff Discussions ● PLC Training ● Common Prep Periods ● Shadowing within our school, along with local comprehensive sites

and developing appropriate allocation of resources to improve student achievement. Through the evaluation process, administration and teachers work together on developing shared goals upon which they will be evaluated.	

Evaluation of Existing Processes
Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Supporting Evidence
The annual review of student test scores from high-stakes testing and data analysis done within departments show an increase in academic performance. The school leadership does review the existing processes and achievement data to develop the Single Plan. The administrative staff and faculty have implemented a variety of programs to improve student achievement and learning, such as: Flair, 6/6, CAHSEE Boot Camp, SSTs, and IEPs. The school leadership has also been proactive in the implementation of technology at CRHS. The technology has provided not only a catalyst for communication among staff members, parents, and students, but has also provided a means for teachers to deliver rigorous and relevant instruction beyond the textbook. In 2010, a new attendance and grading software program, PowerSchool, was implemented. PowerSchool provides parents and students a portal for accessing grades. Canyon Ridge High School maintains a	● IEPs ● SSTs ● CAHSEE Boot Camp ● Flair results ● 6/6 results

dedicated and highly professional staff committed to educational excellence and continuous improvement. Our staff engages in ongoing professional development as individuals, as inter-disciplinary teams, and as departments.	

A5. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results.

Prompt: How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results?

Findings	Supporting Evidence
Canyon Ridge High School effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results. Student data drives instructional and professional development decisions. The school's professional development is coordinated through the district office of approved staff development sessions, workshops, and conferences, along with advanced degrees that teachers are pursuing on their own. Conference requests are approved only if aligned to the goals outlined in the Single Plan. Therefore, staff development reflects the goals of the Single	● HUSD Professional Development Offerings ● SPSA ● CST Scores ● BTSA ● CAHSEE Scores ● Conferences ● Odyssey Training

Plan. District coaches are available in reading and math to help with remediation strategies for students who are not at grade level. Leadership and staff are involved in ongoing research and data-based correlated professional development programs, such as: PLC training, instructional technologies, differentiation, frameworks for understanding poverty, Write for the Future, SB472 for English and Math, PowerSchool, Data Director, and EAP in Math. HUSD has a mentor program for intern teachers, and BTSA support for beginning teachers.	

Supervision and Evaluation

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

Prompt: How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?

Findings	Supporting Evidence
Teachers are evaluated on an ongoing formal and informal cycle based on district and contract regulations. Teachers and administrators work together to formulate common goals based on the California Standards for the Teaching Profession to maximize student achievement. In addition to formal evaluations, teachers are informally observed on an on-going basis. Administrators have a scheduled time to walk through classrooms to observe. Teachers have participated in peer observations. Peer observations are encouraged by HUSD's Board policy and provide insight into cross-curricular instructional practices and classroom management strategies.	● Technology Mini-Sessions on Collaboration Wednesdays ● Technology in classrooms ● HTA Contract

There has been a significant increase of technology at Canyon Ridge High School. Available technology includes: ELMOs (document projectors), flat-panel televisions connected to computers, e-Technology's Interwrite Pad, Mobi, student response systems, video-streaming, web design, and mini computer labs in several classrooms. Teachers are being provided opportunities to learn about technology through guided instructional sessions delivered by colleagues during Wednesday Collaboration.	

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.

Findings	Supporting Evidence
There has been a measurable effect on student performance as it relates to professional development. Consistent growth and improvement in individual student performance and overall school performance as supported by an increase in CST/CAHSEE scores and API growth has been made. Our consistent API growth over the past years and improvements in the CAHSEE pass rate are in part attributed to a clear and consistent approach to staff development as outlined in CRHS Single Plan and HUSD's staff development goals.	● Conferences ● Collaboration Wednesday ● API ● CAHSEE results

A6. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

CRITERION A6 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected school-wide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected school-wide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal guidelines of each program to support students learning and achievement of accomplishing the academic standards and the expected school-wide learning results. Budget expenditure items are provided by the Canyon Ridge High School administration and include technology acquisition and departmental expenditures each academic year. A relationship exists between decisions concerning resource allocation, meeting the vision of the school, expected student achievement, maintaining and exceeding academic standards, and student achievement of the expected school-wide learning results. Canyon Ridge High School does not receive Title I funding. We receive categorical funding	● School Site Council ● School Accountability Report Card (SARC) ● Student Performance Data ● SPSA

for Economic Impact Aid (EIA) and Limited English Proficient (LEP) funding. Categorical resources are allocated through a data-informed SPSA. The SPSA planning process begins by examining student achievement data along with budget allocations. Once the SPSA is complete and approved by the School Site Council and the school board, all expenditures must be in alignment with the plan. Categorical budgets are aligned with the SPSA and spent according to academic needs. A Master Plan for facilities by the district has allowed Canyon Ridge to maintain and upgrade the facilities as needed. The district provides information on staffing and budget for sites. The staff allotment is based upon student enrollment.	

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

Findings	**Supporting Evidence**
Hesperia Unified does budget projections each year at the start of the calendar year based on the State's preliminary budget. All staffing costs are budgeted at the District level, and this information is shared with the school sites for budget planning. All categorical allocations are also made at this time based on the school's enrollment and the estimated amount that the District plans	● HUSD Polices ● SARC ● SPSA ● General Budget ● Master Facilities Plan ● ASB Budget

to receive in the coming year. As updated information is known, the school site's budget is adjusted accordingly. Additionally, all payments are on a random audit process through the County of San Bernardino. The ASB at the school site is also audited annually by the District's external auditors, as well as the internal audits performed by the District office staff during the school year. The Board has also adopted a Board Policy that deals specifically with cash management and fraud prevention. The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.	

Facilities

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Prompt: Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Findings	Supporting Evidence
Canyon Ridge High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 2002; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff.	● Day Lead Custodian ● Administration

Instructional Materials and Equipment

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

Prompt: Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

Findings	Supporting Evidence
The district maintains an instructional materials fund for textbooks. Sites submit requests for textbooks and instructional materials in compliance with the Williams Act. Audio-visual, technology and manipulatives are purchased on a needs basis to address student needs and support academic achievement. Professional development is provided to teachers on an ongoing basis. The library is a growing resource. Technology has increased for student use in the computer lab for Odyssey, the ROP lab, and stations in the library for students to conduct research.	● SPSA ● School Site Council ● Destiny Textbook Tracker ● Library ● Labs ● SPSA

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings	Supporting Evidence
As reported in the Student/Community Profile, Canyon Ridge High School has 12 teachers, 10 classified employees, one counselor, and two administrators. There is also a school psychologist assigned. All of the teachers and paraprofessionals are highly qualified with no teachers teaching out of their credentialed area. There are four (4) teachers (33%) with advanced degrees. As referenced in sections A4 and A5, there is ample opportunity for ongoing professional development.	● HUSD Personnel Office ● School Site Council ● SPSA ● WASC Self Study

Long-Range Planning

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school-wide learning results are effective and are regularly evaluated.

Prompt: Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school-wide learning results.

Findings	Supporting Evidence
Both the school and district processes for regular examination of a long-range facilities plan function to ensure continuity and coordination of appropriate and available resources. This review supports student achievement and maintenance of high academic standards aligned with the expected school-wide learning results. These processes are evaluated for quality and adherence regularly.	● CBEDS information ● Discipline Report ● Safe Schools Report ● SARC

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1 Canyon Ridge has established clear vision and mission statements supported by all stakeholders with a focus on expected school-wide learning results.

2 CRHS has a highly dedicated professional staff. The school site, with district administration and site administration support high quality, professional growth activities for individual teachers and classified staff with funding and resources.

3 Frequent collaboration during Wednesdays and common prep periods with shared decision making.

4 A safe, caring, and nurturing environment for all students.

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

1 Continue technology training to support the addition of new programs such as Power School, Data Director, and instructional technologies to support 21st Century learning.

2 Continue to improve student achievement by evaluating the effectiveness of current instructional strategies and ESLRs.

3 Continue to implement PLCs as an avenue to support a culture of collaboration and shared decision making for all stakeholders.

IV-B

CURRICULUM

SELF STUDY REPORT

- ORGANIZATION
- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- SCHOOL CULTURE

CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school-wide learning results are accomplished.].

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

Indicator: *The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<u>Strategies used in the Classroom:</u> **Direct Instruction—**used daily depending on the particular assignment. This strategy is required daily to set students on task. It is also used to emulate the college experience, to ensure students have experience with lecture-style teaching. **Hands-on Activities** –Depending on the course and subject matter, this strategy may be used once a week, a few times a week, or even daily. This strategy provides students with learning opportunities that allow them to apply real-world situations, engages multiple learning modalities, and supports participation in meaningful learning. This includes the use of handheld devices such as iPads, student response systems, and manipulatives that are used in some classrooms and in our after school EL programs.	● Poll of teachers at CRHS ● Classroom observations conducted by all faculty and some classified staff as part of the Self- Study. ● English ● History ● Students create physical features maps of the original thirteen colonies. ● Science ● Math ● ROP ● English ● History

Marzano Strategies – These strategies are used daily to engage students and teach to their different learning styles. In the courses at CRHS, students practice identifying similarities and differences, summarizing and note taking. Teachers work to reinforce effort, provide recognition, and provide students with practice of concepts. Teachers provide nonlinguistic representations of concepts and use cooperative learning groups to support all learning styles. Teachers use their whiteboard or bulletin boards to set up visual communication of objectives for the unit. Lessons are reinforced through verbal and visual cues, questioning techniques and advanced graphic organizers. **SDAIE** –used to engage our English learners. These include many of the Marzano Strategies. Teachers use visual representations of concepts as well as verbal explanations. Teachers create activities where students have the ability to touch and manipulate realia. Maps, pictures, videos, audio, and artifacts are used to fully demonstrate concepts. It is evident that most courses at CRHS make the content of their courses as relevant to English learners as possible through the use of context clues, modified speed (controlled vocabulary), multi-sensory experiences, graphic organizers, analogies, comprehension checks, and varied, frequent assessments. **AVID Strategies--**Some instructors have been trained using AVID strategies. These strategies include proper note taking, effective questioning techniques, and organization. AVID strategies are college-	

preparatory learning skills. **Inquiry—**Series of questions designed to generate learning. **Guided Discovery –** student discovery (mind mapping “inspiration”). Staff survey is available for breakdown of instructional strategies.	

Academic Standards for Each Area

Indicator: *The school has defined academic standards for each subject area, course, and/or program.*

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
Each core subject area, course, or program at CRHS follows clearly defined academic standards, based on the California State Standards and Frameworks. They were used to develop the District’s Academic Pacing Plan and benchmark exams. CRHS also follows standards and/or frameworks for all courses. Teachers have CA Standards presented bulletin boards or the white boards and on unit packets preparing students for what is expected of them. District Pacing plans in core English, science, math, and social studies courses help teachers to organize the standards for their particular subject area so that they may plan lessons accordingly for the CST and CAHSEE.	● Poll of teachers ● Pacing Plans ● Wednesday collaboration meetings ● Teacher meetings during the common Prep Period

Congruence

Indicator: *There is congruence between the actual concepts and skills taught, the academic standards and the expected school-wide learning results.*

Prompt: *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected school-wide learning results?*

Findings	Supporting Evidence
Standards are presented to the students in the classroom and district pacing plans are used to assist in guiding the classroom. Current student work is displayed. CRHS has some classrooms who have started to use technology, such as Interwrite pads, student response systems, and IPads. Teachers have access to a 13 seat computer lab in the library. ESLRs posters are displayed in the classroom to assist teachers in aligning instruction to improve student achievement.	● Classroom observations ● ESLRs ● District Pacing Plans ● SPSA

Student Work — Engagement in Learning

Indicator: *The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school-wide student goals (ESLRs).*

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school-wide student goals (ESLRs)?*

Findings	Supporting Evidence
As teachers design lessons, student work is planned to reflect the requirements of the standard and ESLRs. The CRHS staff examines representative samples of student work to determine the alignment of work product with the designated standard. The staff meets to discuss curriculum and	● Student work ● Lesson Plans ● Evidence Walls ● Classroom observations ● Common Prep Period ● Collaboration Wednesday ● ESLRs

instructional delivery while addressing revisions to lessons are made to reflect the diverse needs of a changing student body. Staff reviews test scores, attendance, discipline, classroom performance, and instructional delivery and the use of such findings identify areas of strength and growth to improve student mastery. Faculty look closely at their subject matter and curriculum to insure lessons align with standards and ELSRs.	● Attendance records ● Discipline reports ● Test scores

Accessibility of All Students to Curriculum

Indicator: *A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.*

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
Due to our small size and limited class offerings, all students, regardless of demographic or life situation differences are given the same opportunities for class offerings. English language learners and special needs students are given access to classes that offer additional support such as one-on-one assistance, curriculum modification and specific learning goals. Students are provided with Globe Fearon textbooks specially designed to meet their academic needs. Special education students are also offered job assistance and provided with temporary job placement so they may	● Student IEPs ● Transitional Partnership Program ● Workability Program ● Work Experience ● ROP ● Teachers' Web Sites ● CAHSEE Boot Camp

receive job experience. In an effort to increase CST and CAHSEE scores, special needs students have access to instructional practices and other activities to facilitate their success. CAHSEE Boot Camp is an intensive multiple day pull out program that is focused on math and language arts to enhance a students understanding of key concepts on the exit exam. Students also have access to curriculum on teachers' websites.	

Integration Among Disciplines

Indicator: *There is integration among disciplines at the school.*

Prompt: *To what extent is there integration among disciplines?*

Findings	Supporting Evidence
The staff of CRHS meets to share ideas, teaching methods, professional development ideas and experiences, and to discuss the direction in which the school should head. Teachers have opportunities to collaborate with their colleagues in other disciplines and work together to integrate core subjects. Collaboration Wednesday schedules along with an common prep period provides teachers time for analysis of test data, alignment of curriculum to core specific pacing plans. Professional development opportunities are offered during collaboration time to expand the staff's instructional practices. Offerings have included technology use, Understanding Poverty, SDAIE strategies and Write for the Future.	● Collaboration Wednesdays ● Lesson Plans ● Cross curricular projects

Students are able to earn units that incorporate curriculum from two or more core subjects.	

Curricular Development, Evaluation, and Revisions

Indicator: *The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Prompt: Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Findings	Supporting Evidence
CRHS reviews and evaluates curriculum and classroom policies within courses to ensure the use of effective curriculum and instruction. CRHS assesses its curriculum development and evaluation at many levels. Individually, teachers can use Data Director and personal assessments to improve student achievement. As a staff, teachers and administration collaborate to look at data and in the beginning phases of discussing common assessments. The FLAIR program is available after school for English Language Learners to improve their performance in English and Math courses by creative coursework that focuses English and Math standards. CRHS has a common 6th period prep period that allows for tutoring for all students.	● Collaboration Wednesday ● Prep period meetings ● CAHSEE Boot Camp ● Flair course schedule ● Tutoring availability

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: *The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.*

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
Students have access to a challenging, relevant and coherent curriculum. CRHS staff is re-challenging students to meet their graduation requirements, which are evaluated every 20 days over the course of the school year. The administration team role is to assist and support curriculum needs through school site budgets and teacher evaluations. Administration also reviews unit lesson plans from each teacher in order to evaluate curriculum. As a continuation high school, CRHS has a limited number and type of classes available. All students have the opportunity to choose from the classes provided. Most of our students are enrolled in most if not all the class offerings while they are at CRHS. Classes have a diverse student population reflecting various demographic and socio-economic statuses. Access to technology is growing rapidly at CRHS. Included are hand-held remotes for testing and immediate teacher-student feedback, document cameras, iPads, LCD projectors, Interwrite MOBI's and wireless connections that help keep students engaged and involved with current real-world applications of the concepts they are learning.	● Master Calendar ● Technology Inventory ● Unit lesson Plans ● Master Schedule

Articulation and Follow-up Studies

Indicator: *The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
CRHS staff works closely with our comprehensive sites in the referral process. As the comprehensive sites identify at risk students, the staff and administration at CRHS begin the orientation process for intake. CRHS counseling has on going orientations to enroll students in a timely, efficient manner to maximize academic transition. Upon completion of the orientation session, students possess a current and up to date graduation plan. CRHS does not currently have a formal follow-up process or study to follow the progress of former students. Due to limited resources the creation of a formal student tracking system is difficult. Many students keep in touch through social media sites and school visits keeping us informed of their current education progress and life status. Given available resources we are attempting to follow students' post graduation. Incoming orientations discuss class offerings, graduation requirements, credits and credit recovery opportunities, ROP program and requirements to return to a comprehensive high school. Administration discusses with students and parents discipline expectations and answers questions.	● ROP offerings ● Orientation ● Graduation Plans ● Course offerings

B2. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

CRITERION B2 INDICATORS AND PROMPTS

Variety of Programs — Full Range of Choices

Indicator: *All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.*

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
CRHS uses each student's personal graduation plan as a basis for course selection and exploration of future options. The staff also guides and assists in monitoring student progress in achieving academic standards. The graduation plan and the student's progress are available on PowerSchool allowing for greater ease of use and availability. CRHS counseling office explains the connections between current course and program selection and post-secondary options. Our counselor and staff encourage students to make decisions and select courses based on both current interest and future goals. **Variety of Programs—Full Range of Choices** CRHS has limited elective course offerings from which students are able to pursue	● Master schedule ● Course Enrollments ● Work Experience Program ● ROP class offerings ● Individual Learning Plans

realistic and educational options. The school does provide for post-secondary education at the junior college level. Our counseling office encourages students to enroll in our ROP program, providing job preparation opportunities. Our students do have the option to avail themselves of ROP offerings throughout the district. Students also have opportunities to earn credits through the HUSD Work Experience Program.	

Student-Parent-Staff Collaboration

Indicator: *Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.*

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
The counselor and staff help develop and monitor a student's graduation plan and career goals. Each plan is personally crafted to meet the individual academic and learning needs of the student. Students receive a monthly transcript listing all completed courses and those not yet completed. Teachers have access to the graduation plan on PowerSchool and can consult individually with students and parents. The counselor meets with each student to generate an Individual Learning Plan which outlines the credits they have earned toward graduation and fulfillment of comprehensive high school requirements for reinstatement. The CRHS staff communicates regularly with	● IEPs ● Data Director ● PowerSchool ● CAHSEE Results ● Back to School Night ● Guest Speakers ● Probation Notices ● Student Study Team Meeting ● Parent Contact Logs ● Career Fair

parents to relay information concerning their student's grades and progress in school through email, phone contacts, SSTs, IEPs and mail. The administration also provides notification to students and parents who have been placed on academic probation.	

Monitoring/Changing Student Plans

Indicator: *The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.*

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
CRHS administration and staff are involved in communicating regularly with all stakeholders to discuss student progress and graduation requirements. Staff will consult with students and parents regularly on an appointment basis. The staff at CRHS takes full advantage of our common 6th period prep and reduced class sizes that allow for very personal and constructive SSTs where all teachers, administration and counselor actively participate with parents and students.	● Monthly transcripts ● Class registration/orientation ● Graduation Checks & Review ● Student Study Team Meetings

Post High School Transitions

Indicator: *The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.*

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings	Supporting Evidence
CRHS implements strategies and programs to facilitate post-high school transitions in many core curriculum courses, as well as vocational educational and special education. Programs at CRHS include ROP, Special Education programs such as Transitional Partnership Program and the Workability Program, which allow for students to obtain some work experience. The ASB at Canyon Ridge gives our students the opportunity to gain valuable leadership experience and enhance their ability to become leaders at school. These school programs provide for career exploration, preparation for postsecondary education and pre-technical training for students. In 2012 CRHS started a VEX Robotics club to create awareness and provide our students the opportunity to create robotic devices and participate in tournaments. CRHS administration will be evaluating the VEX Robotics curriculum for a possible elective course offering.	● ROP class ● Master Schedule ● Transitional Meetings with Counselor ● VEX Robotics ● ASB ● Workability Program ● Transitional Partnership Program

B3. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

Real World Applications — Curriculum

Indicator: *All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
Each student at CRHS has an Individual Learning Plan outlining graduation requirements at CRHS and/or the criterion necessary for reinstatement into the comprehensive high school. The staff works regularly with students to monitor progress and additional support is provided to ensure success for all students. Students at CRHS have access to real world applications in many of their courses. Students are challenged to participate in community, county and national activities. These activities give students a real life application to the material being covered in the classroom and are connected to content standards. Students are encouraged to use daily planners to manage their time effectively. (Unit agendas, weekly or daily agenda are given.)	● Lesson plans ● Student Work ● Youth in Government Day ● Poll Election Workers (2008, 2012) ● Student Mock Elections (2008, 2010, 2012) Real World Applications: ● Moneywise Teen from the CCEE ● Hispanic Chamber of Commerce ● Dr. Martin Luther King Jr. Essay Contest

Students in ROP class create job resumes and take part in mock interviewers to build the skills needed for career readiness.	

Meeting Graduation Requirements

Indicator: *The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
All teachers and staff at CRHS contribute to preparing our students for meeting all requirements, including the CAHSEE. The math department and English department work vigorously to prepare their students for the high school exit exam with rigorous writing assignments and math remediation in preparation for the exam. Additionally, other departments use writing across the curriculum assignments to assist students preparing for the exit exam. The administration has instituted a CAHSEE Boot Camp this year before each testing date to help all students who have not passed a portion of the exam. Students will learn test-taking strategies, concepts and writing tips to prepare for the test. CRHS role is to provide students who are behind in credits an opportunity to make up credits. Their progress is monitored monthly with transcripts sent home with students at the end of every grading period. The counselor meets regularly with students to discuss current graduation status during the student's stay at CRHS. Meetings are also held to discuss student progress towards returning to a comprehensive high	● Academic Recovery Program ● CAHSEE Boot Camp ● Flair ● 6/6 courses ● Summer school ● Before & After School Tutoring ● 5th year for Seniors

school. After school programs such as FLAIR, 6/6 classes and tutoring are all ways that teachers and administrators help students increase their ability to pass their classes, CAHSEE, and to improve their scores on CSTs. HUSD provides an opportunity to recover units through summer school. CRHS allows a fifth year to assist students in fulfilling graduation requirements.	

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1 CRHS implements a standards-based curriculum that is aligned to individual course requirements and ESLRs.

2 CRHS has a strong and supportive Counseling Department that is integral to students fulfilling their graduation requirements.

3 CRHS staff and administration provides many pathways for students to earn and recover the necessary credits for their graduation plan.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1 Investigate and implement a reading program that assists students in developing skills necessary to become life-long learners.

2 In preparation for the Common Core Standards there will be a need to develop a way for more efficient and effective interdisciplinary collaboration through our PLC process.

3 Explore ways to use data that increases rigor in a measurable way for ESLRs that prepares students for success in career and college readiness.

IV-C

INSTRUCTION

SELF STUDY REPORT

- ORGANIZATION
- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- SCHOOL CULTURE

CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

CRITERION C1 INDICATORS AND PROMPTS
Results of Student Observations and Examining Work

Indicator: *The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.*

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings	Supporting Evidence
Academic standards, state curriculum frameworks, and the ESLRs are utilized to increase student performance levels for each area of study. The uses of formative and summative assessments are to evaluate student work and mastery of key concepts and skills. The initial staff at CRHS developed ESLR's to assist students in relating, recovering lost credits while challenging them to meet state proficiency, along with passing the CAHSEE, and graduating high school. To realize successful achievement on monthly assessments, students are taught through innovative methods that employ a	● ESLRs ● Master schedule ● Tutoring ● CAHSEE Boot Camp ● Textbooks ● Teacher generated assessments ● Instructional technology ● Student work samples

variety of instructional strategies. Various methods are used to create content infused units tailored to students' backgrounds, abilities, and needs. Direct instruction, project based learning, guided practice, student interaction, small group, whole group, and independent work aide students in addressing learning goals. Students engage meaningfully in content material, develop critical thinking skills, and a deeper understanding of 21st Century learning and the habits that will be required of post secondary college and career readiness. Odyssey, a computer based program, is used to assess and address gaps in student learning. This program provides differentiated, targeted instruction and helps facilitate credit recovery allowing students to make measurable progress toward graduation progress. The expected school-wide learning results of recover, relate and regard are highlighted to emphasize the importance of engaging students meeting content mastery. The staff at CRHS is actively increasing student access to 21st century technology such as: iPads, classroom mini labs, student responders, web pages, and educational social media sites. Staff and students are strongly encouraged to use and create projects and deliver curriculum using 21st century technology. FLAIR is an after school program specifically designed for EL students. Additionally, all EL students are offered a 6/6 social studies and science program to help with credit recovery and reading skills. All CRHS textbooks are aligned to	

California state standards. Supplemental materials such as pacemaker textbooks are available to assist teachers in modifying curriculum for special education and EL students. CAHSEE Boot Camp is an intensive pull out program that is focused on math and language arts to enhance a student's understanding of key concepts on the exit exam for all populations of students including EL, special education and those performing below grade level.	

Student Understanding of Performance Levels

Indicator: *The students know beforehand the standards/expected performance levels for each area of study.*

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
At the beginning of every grading period, teachers provide students with a syllabus of the expected assignments for the current unit. Students receive this syllabus in a written form, find this information posted in the classroom, and/or on the teacher's website. In each grading period, students are introduced to new and challenging topics. Instructional strategies such as: scaffolding strategies, direct instruction, modeling, and guided practice are utilized to assist students' mastery of key concepts and skills. Students are also provided with helpful tools, such as detailed assignment handouts, PowerPoint explanations, and	● Collected rubrics ● Student work samples ● Course outlines/Syllabi ● Orientations ● CRHS Student Handbook ● Classroom wall displays ● Teacher Websites ● Individualized Learning Plans ● Graduation Plans

examples demonstrating varying levels of academic achievement. Course units are constructed to assist students relating to the key standards being covered. Students are encouraged to ask questions of a teacher, as well as interact with classmates, in order to better clarify perceived expectations. Examples of previous student work are available for students to view to demonstrate class expectations.	

Differentiation of Instruction

Indicator: *The school's instructional staff members differentiate instruction and evaluate its impact on student learning.*

Prompt: To what extent is differentiation of instruction occurring and what is the impact on student learning?

Findings	Supporting Evidence

Student Perceptions

Indicator: *The students understand the expected level of performance based on the standards and the school-wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.*

Prompt: T*hrough interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the school-wide learning results and b) their perceptions of their learning experiences.*

Findings	Supporting Evidence
Students of recent graduating classes have been accepted to and are currently attending or are alumni of institutions including Victor Valley College, a variety of trade schools, and the military. The alumni who have returned to Canyon Ridge have	• Social Media • Alumni • Return Rate to Comprehensive High School

provided testimonials stating that the rigors provided by our staff have prepared them to be successful in postsecondary classrooms and in the workforce. Current students, through informal dialogues and the student survey also indicate teachers serve as positive role models on campus, and are available for help and assistance. Students believe that there are a variety of supports on campus from administration, counseling, teachers, and classified staff. During class, grades, behavior and attendance expectations help establish self directed life long learning by relating to the school community, regarding communication skills, and recovering lost units.	

C2. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

CRITERION C2 INDICATORS AND PROMPTS

Current Knowledge

Indicator: *Teachers are current in the instructional content taught and research-based instructional methodology.*

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
CRHS administration and teachers have s clear mission, vision, and expected school-wide learning results. Based upon credit recovery, behavior, attendance,	● Administration & District walk-throughs ● Teacher observations and evaluations ● Personal/Professional Development

communication, and connecting with the school community in a positive way all in an effort to insure students are provided with 21st Century skills that will lead to post secondary success. The school culture embraces the idea of family where students and staff cite strong relationships. This student centered learning environment enables students to explore difficult concepts within a safe environment. Teachers and administration set clear expectations tied to the school's priorities and objectives. Using state standards, core curriculum, computer based programs, and data driven approaches, staff content knowledge and use of research based instructional pedagogy emphasizes critical thinking, creativity, collaboration and communication. Instructional strategies used at CRHS are demonstrated by many innovative techniques and methods. Some strategies are school-wide, while others are particular to individual courses. However, all teachers capitalize on the benefits of small class sizes. This helps teachers make one-on-one connections with students where study skills, content understanding, and unit recovery are motivators for differentiated instructional strategies. Instructional practices are facilitated through professional development and the teachers sharing of best practices during collaboration Wednesday and the common prep periods. Teachers from core courses have or will have the opportunity to attend workshops on reading, writing, and organizational strategies in core subject areas. Our staff encourages students to reach for higher order thinking skills while helping them	

meet their personal educational goals. For example, two teachers have received two year grants from the Department of Education and the Los Angeles County Office of Education. The grant allowed for the creation of new curriculum units and these new units were presented at teacher conferences. **New Teachers** Beginning teachers and those teachers who are new to Hesperia Unified School District are required to attend the New Teacher Academy and, when eligible, the BTSA Induction Program offered through the district. The BTSA program is structured so that a BTSA coordinator oversees a group of support providers. The support providers are experienced teachers who, ideally, share the same subject matter as the beginning teachers. Over the course of the two years of BTSA training, beginning teachers learn many ways to address the needs of students, with a particular focus on meeting the needs of English Language Learners and Special Education students. **English Dept.** The English department focuses on engaging students in a rigorous curriculum through implementation and analysis of fiction from traditional texts and nonfiction via outside sources. Students engage in activities that emphasize higher-order thinking skills, and multiple strategies such as think-pair-share, annotating the text, performance, and close reading. Inclusion of the use of a variety of genres, such as the use of film to support text, is a common practice. Teachers also	● New teacher requirements through RIMS BTSA Program ● English department student work ● Discussion with English department ● Web 2.0 Tools

offer opportunities to use technology by using handheld devices, Edmodo, Inspiration.com, and requiring Internet research. Teachers give monthly unit assessments at each grading period for all grade levels and adhere to a standards-based curriculum plan. Teachers utilize specific approved texts for each grade level to support the learning goals. During collaboration time, department members discuss improving curriculum, ways to improve cross-curricular achievement, and ways to improve reading/writing skills to prepare students to pass the CAHSEE. **Science Dept.** The science department uses a variety of teaching strategies including visual aids, graphic organizers, cooperative learning activities, dry labs (when available), DiscoveryEducation.com videos, online writing assignments in edmodo.com, current event projects, research projects, and textbook and supplementary materials. Technology used includes the e-instruction Mobi InterwriteTablet, CPO handheld student responders, Apple TV, iPad apps, Discovery Education videos, PowerPoint presentations, and other web 2.0 tools. Students are placed in science classes according to their credit recovery needs. Students complete Intro to Physical Science in the Odyssey program, overseen by a highly qualified science teacher. Students can complete Biology and Physical Science in a traditional classroom. Curriculum for both Biology and Physical Science is aligned with California State Standards and follows closely to the scope and sequence for instruction as designed by HUSD. Additional assistance is provided to Biology students with the use of the state	● Science department student work ● Discussion with Science department ● Science department website: www.neistadtscience.com

adopted *Pacemaker Biology* Textbook and supplementary materials. This textbook provides more support to English Language Learners, as well as low achieving English learners as they continue through the biology course. **Math Dept.** The mathematics department consistently uses oral presentation, manipulatives, and calculators as tools of instruction. Math instruction includes supplements to the textbook such as alternate practice pages, online video tutorials, think pair share, 3D study guides, graphic organizers, and real-world problem solving scenarios. The math department uses a variety of technologies including eInstruction Mobi interwrite pads, iPads with apps, Apple TV, projectors, CPS handheld student responders, and each teacher's personal website. The geometry ELL students are provided additional support with the use of the state adopted *Pacemaker Geometry* textbook and supplemental materials. Algebra classes are operating on a flipped classroom structure. Students practice solving math problems in class, under the supervision of the teacher. Their homework is to take notes on the math concepts using Prentice Hall videos available on the teacher's website. This allows students to observe the modeling stage at their own pace. They can re-watch the videos as many times as necessary without concern about looking unintelligent to their peers. This is also beneficial for the advanced students who learn very quickly; they too can learn at their own pace. Students receive reminders via secured text	• Mathematics department student work • Foldable, multi-color, student made study guides • Flipped classroom structure • Math department websites: www.lopezmath.com willismayeda.canyonridge.me

message from the instructor for tests and other class assignments. **Social Sciences** The social sciences department uses many engaging strategies, including graphic organizers, debates, mock voting scenarios, current event discussions and assignments, multi-media student created presentations such as iMovie creations and PowerPoint presentations, project based instruction, and visual projects. For example, both social studies teachers have received two year grants from the Department of Education and the Los Angeles County Office of Education for teaching history. Not only did they travel to historic sites, they learned from university professors and scholars. They both created new curriculum units and presented these at teacher conferences. **ROP** Students who wish to learn workplace and business skills can take an offered ROP elective course. This course covers many needed computer skills such as the use of Microsoft Word, PowerPoint, Publisher, and Excel. Students gain experience in creating a personal resume and participating in practice job interviews with an interviewer from the business community. Students gain experience in filling out job applications and obtaining letters of recommendation. **Physical Education** General P.E. classes are offered as well as weight training for students. In general P.E. students are taught the rules and regulations of many sports, such as basketball, soccer, football, softball, and others. Weight training focuses on the use of gym equipment to	● Student work ● Articles from Daily Press newspaper and Hesperia Star ● Video diaries ● Web Blogs ● Youth In Government Day ● Hundreds of student created PowerPoint presentations ● Fitness Logs ● HDAAA League Sports (2008-11) ● Unit Lesson Plans

improve physical fitness and muscle mass.	
Special Education The Special Education department focuses on the individual needs of each student in the program. Students are regularly evaluated and placed into classes according to their need of recovery units as well as their IEPs and/or SSTs. Every effort is made to ensure students are placed correctly, and that they receive any extra support that is necessary. RSP classes are provided in all core subjects, as well as some elective unit options. Core and elective teachers are encouraged to attend IEP and/or SST meetings of special education students in order to provide input for the student's educational plan and to ensure the needs identified are met.	● IEPs ● SSTs ● Lesson Plans ● Student Work ● Use of iPads
Fine Arts The art department offers classes in Fine Arts for elective units. Students learn various types of art disciplines including, scratch art, drawing, painting, sculpture, jewelry making and paper mache projects. The art course is performance-based, emphasizing the development of aesthetically pleasing works. The instructor and repeated practice by the students emphasize technique through guided practice. Students also have opportunities to enter their artwork into local competitions such as the San Bernardino County Fair held at the Victorville Fairgrounds, and the HUSD Festival of the Arts. Student work is also displayed proudly through the CRHS campus in the office, cafeteria and at all after-school CRHS events.	● Student work samples ● CRHS Yearbook ● Student awards from art shows ● Student awards from San Bernardino County Fair
English Language Learner Programs CRHS is implementing programs specifically designed to improve reading and writing skills of identified English Language Learner	● Student work samples ● iPad Lab ● CAHSEE Boot Camp Scores

students. These two programs are provided after school, during sixth period. The first program has a focus mainly on reading and writing skills, called FLAIR. FLAIR is taught by several teachers on campus, and is focused on helping EL students improve their language arts skills in order to pass the CAHSEE tests and improve in all subjects. EL 6-6 is an EL program focused on science and social sciences, taught by two different teachers. EL students are able to gain additional credits in science and social studies courses and improve their language skills to assist them in reaching their goals in all of their courses. In addition to our EL specialized programs, teachers throughout campus use SDAIE strategies to reach our identified and unidentified population of EL students.	● Discussion with administration ● Discussion with teachers implementing these strategies ● ELL program information located on school website: www.canyonridge.me

Teachers as Coaches

Indicator: *Teachers work as coaches to facilitate learning for all students.*

***Prompt**: To what extent do teachers work as coaches to facilitate learning for all students?*

Findings	Supporting Evidence
CRHS teachers use a variety of instructional practices to motivate and encourage students to achieve their educational goals. For example, administration and teachers note using a myriad of instructional methods and learning activities provide students will opportunities that are responsive to individual student's communication styles, cognitive ability, and aptitudes. In addition, varied methods help students and teachers strengthen approaches to learning. Therefore, teachers consider students' cultures, backgrounds, and language skills,	● Sport participation achievements ● Student achievement awards given monthly ● Student work ● ASB ● VEX Robotics ● Student contests

incorporate objectives, communicate expectations, provide rationale, use advanced organizers, provide feedback, facilitate independent thinking and action, promote on task behavior, check for understanding, and strive for mastery. Teachers work toward adhering toward best practices and teach for understanding. Teachers strive toward differentiated instruction, improving literacy, and integrating technology. Components that teachers consider when lesson planning are preparation, delivery and assessments. Teachers and administrators cite active learning in the classroom is demonstrated by classroom demonstration, cooperative learning, project based learning, visual organizers, the use of web 2.0 tools, role plays, debates, mock trial, hands on learning. Students are given multiple ways to earn credits in order to fulfill individual learning plan requirements so they can either return to a comprehensive school site or graduate from CRHS. As students work to regain their educational status, they have tutoring available every day during sixth period by all teachers on campus for one-on-one teaching opportunities. Students are also encouraged to achieve a high number of credits in order to receive the coveted teacher choice or high credit earner awards given at the end of every grading period. Throughout CRHS students have the opportunity to review and refine work, and with the guidance of the teacher, continue to improve that work until it reaches the point of completion satisfactory to the teacher. Students also participate in group	

activities and cooperative learning activities where they receive encouragement and guidance from their peers. In the past, CRHS participated in the alternative education sports league; however, due to political and budgetary restraints, in the 2012-2013 school year our membership with the league has been suspended. Currently, a VEX robotics club, Writing Competitions, ASB and students have been coached by various members of the staff as they competed in athletic events with other schools in the area.	

Examination of Student Work

Indicator: *Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.*

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
In all core content areas, students have the opportunity to organize, access, apply knowledge as well as use resources to gather, create, and communicate the information learned. Teachers are aware of the need to transition from state standards to common core and utilize the PLC process, collaboration Wednesdays and common prep to support student outcomes for 21st Century learning. Teachers have varied assignments that focus on themes in cross-curricular and	● Student work ● VEX Robotics program ● Mock elections ● Articles in Daily Press

content specific areas of reading, writing, and math. Information, media, and technology skills help prepare students for life and career. By creating a learning atmosphere that supports the theme of 21st Century learning, teachers use curriculum and instructions, standards and assess, and professional development to insure that students have access and are able to organize and apply content in all disciplines. Teachers utilize inquiry and research as well as a variety of student products to communicate student understanding. In the art classes, students use the prior knowledge and skills they have developed over the course to create more advanced projects. Many students have created projects that have won awards at the San Bernardino County Fair. Students in the after school VEX Robotics program use the training and knowledge they receive to create working robots. As they progress through the course, they expand their knowledge and skill base so they can advance and create more complicated robots. Students at CRHS demonstrate higher level thinking skills, and apply their citizenship skills by voting in regular mock elections. The elections coincide with the congressional and presidential election cycles. In their social studies classes, students learn to register to vote, analyze candidates and political parties, and ballot issues. This culminates in students voting in the library, using actual voting booths. In addition, our English and Government teachers conducted a student debate for the 2012 election.	

For the 2008, 2010 and 2012 elections, student additionally worked as actual election workers for San Bernardino County. They especially enjoyed receiving a paycheck for their efforts.	

Indicator: *Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.*

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
Staff has been provided with time through PLCs, collaboration and common prep periods to discuss best practices and share classroom ideas and artifacts of student work. In all classes, students are provided with many opportunities to think, reason, and problem solve cooperatively and individually. Students investigate, discuss, create projects, and interact with curriculum in a variety of ways. Data shows that student learning occurs in direct proportion to the quality and quantity of student involvement in the classroom. Teachers use student centered and teacher guided instructional approaches that engage students in broad based themes. Cooperative learning and student interaction complement direct instruction and lecture by providing a vehicle for extending and applying, as well as synthesizing and evaluating content that connects to relevant real world applications. These types of methods allow students to acquire and analyze information, develop and support opinions, provide solutions, and design technology and art products that	● Science Fair projects ● Student created study guides ● Youth in Government applications ● Mock elections

demonstrate higher order thinking and make learning visible. CRHS students also have the opportunity to participate in the HUSD science fair. CRHS sends several student projects each year to the district fair, and in the past few years several of these projects placed in their respective grade levels. Students create their projects using the scientific method. Students at CRHS demonstrate higher level thinking skills, and apply their citizenship skills by voting in regular mock elections. The elections coincide with the congressional and presidential election cycles. In their social studies classes, students learn to register to vote, analyze candidates and political parties, and ballot issues. This culminates in students voting in the library, using actual voting booths. In addition, our English and government teachers conducted a student debate for the 2012 election. Youth in Government gives CRHS students an opportunity to shadow Hesperia City Employees and to participate in a City Council Meeting. These students are chosen from a district-wide group of applicants.	

Indicator: *Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school-wide learning results.*

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school-wide learning results?*

Findings	Supporting Evidence
The staff at CRHS has started the integration of 21st Century instructional technology tools. Currently, many staff members use class websites to assist students in relating to coursework materials and important timelines. Students can also access instructional presentations used in class, tutorial videos, download additional assignments they need to complete, as well as find links to websites that can assist them in recovering units. Several teachers also use academically focused websites such as edmodo.com, wiki pages, and blog posts to engage students and give them additional practice in using second generation Internet skills. Additionally, science classes use Discovery Education to further student understanding of materials discussed in class. Currently, CRHS students do not have access to traditional science labs, therefore, the use of video clips and demonstrations to show and explain concepts in science is invaluable to these students. CRHS ROP Computer Business Applications class offers students an intensive computer course where students gain experience using the Microsoft Suite software, including Microsoft Word, Excel, Publisher, and PowerPoint.	● Class websites ● Edmodo.com ● 21st Century technology tools (Web 2.0) ● ROP ● Discovery Education ● SPSA ● Updated computer labs

Indicator: *Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings	Supporting Evidence
Data indicates that rigor, relevance and relationships are the foundation of classroom instruction. Teachers are beginning to understand the transition from California state standards to common core will require an increase of rigor by applying critical thinking skills and making curriculum more relevant to real world applications for all subpopulations of students. CRHS provides students with opportunities to use resources outside the classroom and beyond the textbook by having a facility with a library, computer lab, and a mini iPad lab for EL students, ROP lab, and another mini lab shared by two teachers. Teachers link assignments with ESLRs and class outcomes to promote success in life and career. Teachers collaborate and consider when preparing lessons what students need to know and be able to do for and beyond graduation. When students understand and value the purpose and procedure for course requirements and lesson activities, as well as teachers' logic and rationale behind the assignment, students will consequently participate more fully in classroom activities. To this end, teachers	● Student essays ● Student discussions online ● 21st Century instructional tools (Web 2.0)

are dedicated to CRHS students by making assignments relative and real world that regard communication, relate life-long learning, and allows for recovery of lost units. Teachers in the English department include research units in their curriculum. Students are required to address current, real-world issues through their own research using multiple sources, and explain their own view on the issue being discussed. Students are required to hold discussions on the class portal, edmodo.com, and then write a final essay to state their final point of view. Students in the science classes are often required to read and write about current events in science. The chosen topics are related to the current unit of study, but are found in current news sources online. Students read and respond to these articles using the edmodo.com or in written form.	

Real World Experiences

Indicator: *Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.*

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings	Supporting Evidence
To meet the mission, vision, values and goals of CRHS, and increase student engagement in real world experiences and applications, teachers use interdisciplinary projects, integrating electives, ROP and community partnerships. Though a need for an increase in elective opportunities is necessary, administration and teachers are thoughtful about the opportunities available. The PLC process will help this area be addressed further and teachers use as many resources as possible. Therefore, students at CRHS have access to real world applications in many of their courses. Students are challenged to participate in community, county and national activities. These activities give students a real life application to the material being covered in the classroom and are connected to content standards.	● Youth in Government ● ASB ● Blood Drives ● Community Projects ● Cafeteria Workers ● Young Readers Program ● Workability ● Work Experience ● Apprenticeships

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

1 CRHS teachers demonstrate knowledge in their subject matter and employ a variety of research based strategies through challenging lesson design to meet the diverse needs of students.

2 CRHS teachers, staff, and administration are dedicated to formulating strong relationships with students to engage them in reconnecting with school and make measurable progress toward high school graduation.

3 Teachers differentiate instruction and are accommodating to the diverse needs of students.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

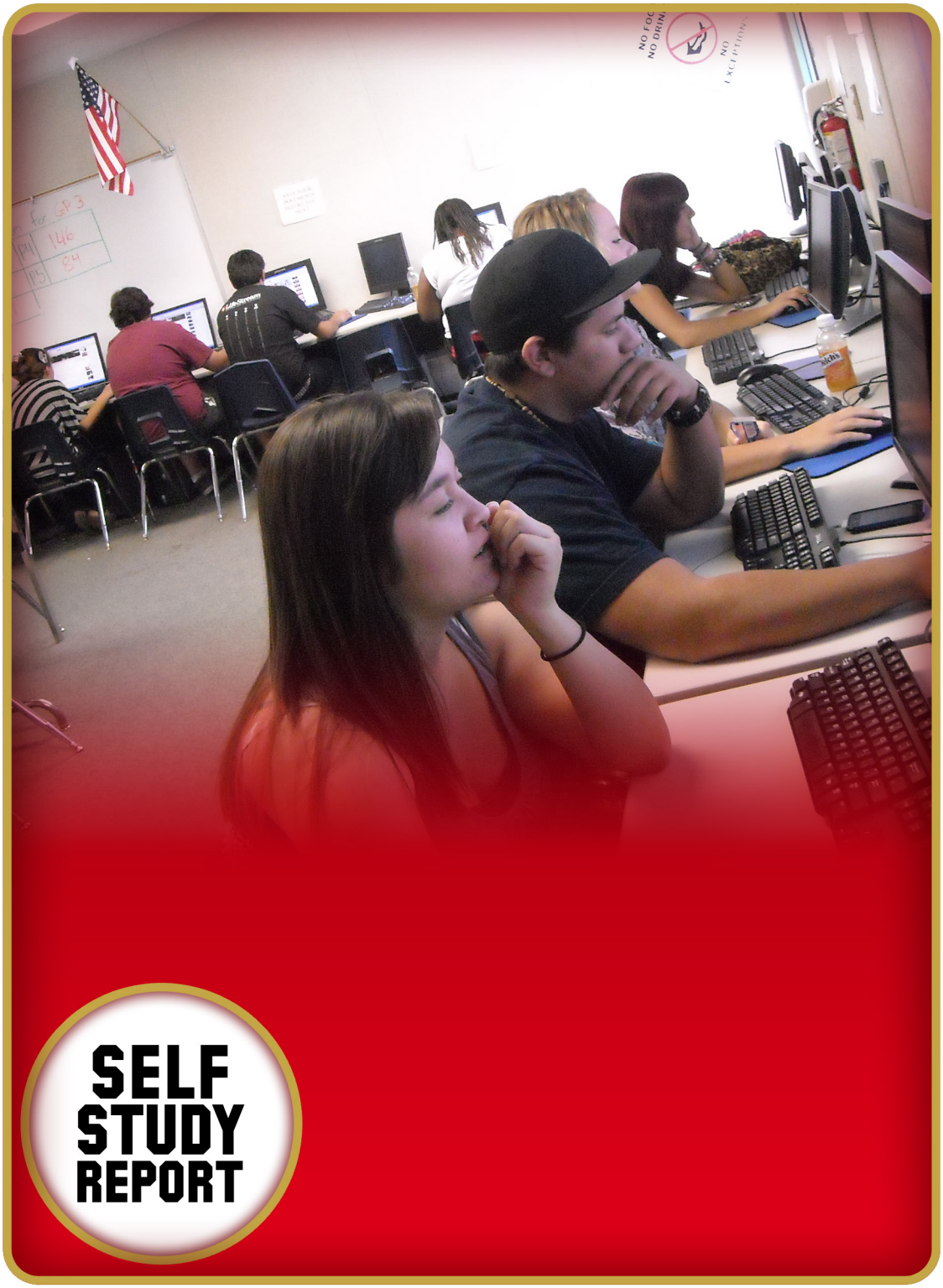
1 CRHS has a need for increased elective opportunities.

2 As common core standards and 21st Century learning become the focus, the use of the PLC process and data will facilitate those changes.

3 Explore reading programs with a specific focus on pursuing cross-curricular reading projects and professional development.

IV-D

ASSESMENT



SELF STUDY REPORT

- ORGANIZATION
- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- SCHOOL CULTURE

CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

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

D1 & D2. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Supporting Evidence
Staff meets to analyze data from the past school year. CRHS API grew from 2011 to 2012 by 26 points. Staff disaggregates data and looks for trends to indicate areas of strength and growth. Both academic and behavioral data are examined to evaluate the placement at Canyon Ridge High School. Data Director is the data management system where staff can disaggregate and analyze the results from formative and summative data. Staff uses ESLRs in formative ways to insure student success toward completion of graduation requirements. Monthly transcripts are used as a report card in which teachers analyze where their students are in respect to graduation requirements, and alerts parents	● API and AYP scores published ● CELDT scores on PowerSchool ● Results on Data Director ● CST and CAHSEE results mailed home ● CAHSEE results printed on monthly transcripts ● STAR reading and math scores ● Connect-Ed phone messages ● Unit production slips ● Back-to-school Night ● Parent-Teacher conferences ● Current grades through PowerSchool home access ● Monthly transcripts

and students to student progress. All eligible Canyon Ridge students take the California Standards Tests (CST), including the CMA test, the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT). These results are used in the API and AYP scores of the school which are published and posted on the internet in our yearly school report card. The CELDT scores are used to determine placement and the need for any additional English language programs or resources such as the FLAIR program. These scores are mailed to the parents from the district office. They are also available on PowerSchool, and any parent may request the CELDT scores from the counseling department. The CST results are mailed from the district office directly to parents' homes. The CAHSEE results are mailed home and are printed on student transcripts which are updated and distributed to students every month. Parents are alerted to the release of the transcripts, which include monthly unit progress, through the Connect-Ed phone messages which call all students' homes. A STAR reading and STAR Math assessment (by Renaissance Learning) is administered to all students who are enrolled in our Odyssey ware classes. These results are given to our administration and to our Special Education teacher for use in the IEPs. A strong focus at CRHS is recovering, relating and regarding education to promote	

lifelong learning. An integral part of this philosophy is alternative assessments generated by teachers to fit the needs of our students. Teachers employ a variety of summative and formative assessments including; EDmodo, district benchmarks, essays, teacher created tests, blogs, projects, and debates. The CRHS staff implements alternative assessments to both diagnose and address academic weaknesses of student work to help determine the grade earned for a particular unit by the student. Parents receive regular communication from the school regarding student progress through monthly transcripts, Connect Ed, email, PowerSchool, phone calls, mail, teacher websites, Canyon Ridge website, and Parent-Teacher conferences.	

Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Upon what basis are students' grades, their growth and performance levels determined and how is that information used?

Findings	Supporting Evidence
Teachers at CRHS use a variety of formal and informal assessments to help guide instructional decision-making. Teacher are encouraged to use feedback from these assessments in planning curriculum to enhance student understanding in the skills and concepts that require additional instruction. Implementation is not universal throughout the campus. During class time, teachers clearly state the	● Unit lesson plans ● Student essays ● Long-term projects ● Video projects ● EDmodo participation ● Student-responder quizzes ● End-of-unit summative assessments ● Assignments: practice, sorting, organizing, creating, researching, classifying, solving, concluding, summarizing ● Teacher observation and questioning

objectives and model, demonstrate or instruct the lesson. Students are given opportunities for guided practice and teachers follow up with frequent checks for understanding. Results are used to reteach, clarify, or transition to the next concept. At the end of the unit the quantity and quality of the work throughout the unit determines the grades. Grades may be based on effort, participation, creativity, quality, mastery and ability to apply concepts.	● Class conversations and debates ● Think-Pair-Share opportunities

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

Findings	Supporting Evidence
Assessment is the key to inform and guide teachers' instructional strategies and methodologies. Teachers meet on Collaboration Wednesday and common prep periods to share best practices and discuss assessment trends and student performance data. Teachers offer short quizzes, mid-chapter tests, and end-of unit tests. They also assess student learning using essays, oral presentations both with and without multimedia and visual aids, posters, videos, and dramatic presentations. Some assessments have a lab or project culmination component, including self-reflection or the use of rubrics by students.	● Daily quizzes ● Mid-chapter tests ● End-of-unit tests ● Essays ● Oral presentations ● Video products ● Online blogs ● Projects ● Classwork

Our teachers also use graphic organizers and student responders to assess student progress. Canyon Ridge also offers online courses complete with online summative and formative assessments.	

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

Prompt: Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

Findings	Supporting Evidence
CRHS teachers use a myriad of assessments to target the diverse needs of students. All students, including EL and special education students, receive targeted instruction that engages them in curriculum and promotes progress toward graduation. Teachers use student achievement data when designing curriculum and assessments to evaluate student understanding of key concepts and skills. Data guides instructional decisions with regards to re-teaching and extension for student mastery. Students and teachers use the results from these assessments to determine what study methods and modalities of learning works for that particular student and what doesn't. When a student does not make progress, the student and teacher often work together to plan other supplementary work and assessments. Differentiated instruction is often used because our students' abilities can vary by several grade levels in the same class. For example, we create assignments with multiple entry points to	● Supplementary work ● Alternative assessments ● Multiple assessments ● Student Work Samples ● Pacemaker Textbooks ● CAHSEE Boot Camp ● IEPs

allow all students to contribute. Teachers use direct instruction with visual aids and provide opportunities to think, discuss and write. Students may have the opportunity to use the Pacemaker textbook supplementary materials, alongside the class textbooks in order to support students with special needs. The IEP team re-evaluate goals annually to insure that each student is maintaining progress toward their goals. CAHSEE Boot Camp is offered to all students several times throughout the year.	

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: The school examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Findings	Supporting Evidence
Most teachers use techniques such as SDAIE strategies, Write for the Future, differentiation, some project based learning, and instructional technology to impact student achievement. This allows them to provide variety of teaching strategies to meet the needs of these students. CRHS uses state adopted textbooks which provide all students access to high level 21st Century skills of communication, collaboration, critical thinking and creativity.	● Unit Lesson Plan ● Student Work Samples ● District Pacing Plans ● IEPs ● STAR reading and math assessments ● Textbooks and supplementary materials

Curriculum is modified and differentiated for our students whose primary language is not English with supplementary materials as needed.	

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results.

Prompt: To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results?

Findings	Supporting Evidence
Student assessment feedback allows teachers to adapt their lessons to achieve optimal student learning. Canyon Ridge also has multiple grading periods that allow students to earn units at an accelerated pace, but also allows repeated opportunities for making up missed units. Teachers use data and student feedback to guide instruction and curriculum development through teacher designed units and assessments. This data can be disaggregated into new and reconstructed teacher created units. Often, when a student fails to earn a particular unit, a teacher will adjust the unit for the student's needs and reassign it. For example, if a student had excessive absences they may be directed toward resources they can access from home to help them work independently. Smaller class sizes allow for more individual student/teacher interaction. This communication helps students and teachers identify weaknesses and progress toward achieving the academic standards.	● Individualized units ● Unit Lesson Plans ● Alternative assessments ● Student/teacher conferences ● Progress checks with school counselor ● Low student/teacher ratios

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
Teachers use a variety of formal and informal assessments to evaluate learning and instructional approaches. Teachers use test/quizzes, observations, student response systems, labs, projects, study groups, classwork, homework, classroom discussion, and performance assessments to assess student learning and make changes to curriculum and instruction. Teachers make changes to their curriculum and instruction when assessment data shows that students are having trouble demonstrating mastery of the academic standards. Adjustments are made to monthly curriculum units as well as to individual assignments on an ongoing basis as needed.	● Student Work Samples ● Teacher Created/Assessments ● Collaboration Wednesday ● Alternative assessments ● Alternative units

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school-wide learning results.

Prompt: Provide representative examples of how progress of all students toward meeting the academic standards and expected school-wide learning results is monitored.

Findings	Supporting Evidence
Student performance is monitored frequently. Teachers use formative and summative assessments throughout the grading periods to collect, review, and disaggregate data in an effort to improve student performance.	● Frequently updated transcripts ● Grading period schedule ● Collaboration Wednesday "Kid Talk" ● Unit Slips ● Graduation Progress Form ● Progress Reports (Email)

CRHS has nine grading periods, each consisting of between 14 to 25 days. Beginning 2013-14 school year, we will change to eight grading periods to better align with Cal Pads. Each parent/student receives a copy of our grading period schedules at orientation and/or enrollment. Multiple grading periods allow for teachers and administration to meet and intervene early for students who are not progressing toward graduation. Students receive a transcript at the end of each grading period to give students and parents accurate, up-to-date information on how their student is fulfilling graduation requirements.	● Parent Notification ● PowerSchool

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.
Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings	**Supporting Evidence**
Due to the rapidly changing student population, short term, frequent assessments are used to monitor student progress. Students are able to recover lost units enabling them to graduate on time, transition back into their high school of origin, or graduate early.	● 300-400% student population mobility rate ● Unit assessments ● Credit recovery rate ● Graduation/transfer rate

Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

Findings	Supporting Evidence
Students and parents attend orientation prior to enrollment which introduces them to our curriculum and standards. The assessment and monitoring of each student is based on standards based curriculum. The district has provided financial resources and training necessary to implement the assessment and monitoring system at CRHS. The district provides teacher's access to Data Director, which contains a variety of performance data on students' academic progress throughout their educational career. The staff monitors student progress using the information available on Data Director, class grades, IEPs, and STAR Reading and Math data. Students and parents receive CST and CAHSEE scores mailed directly to their	● STAR Reading Assessment ● STAR Math Assessment ● ESLRs ● Data Director ● State testing ● Standards-based curriculum ● Monthly transcripts/grade reports ● Graduation check with counselor ● Parent meetings/conferences ● Orientation ● Unit slips

home from the district following each test administration. Students also receive a monthly copy of their high school transcript, as well as individual unit slips from each teacher.	

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results.

Prompt: How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results?

Findings	Supporting Evidence
At CRHS, the primary goal is graduation from high school. The mission, vision, and ESLRs of CRHS promote the highly valued outcome of a high school diploma. Teachers and staff work tirelessly to create a culture where students relate, recover and regard graduation as the motivator for success. As such, staff uses student data to drive the instructional program, determine the effectiveness of our program and evaluate student mastery toward academic standards. Communication is essential for the school community to stay informed regarding standards, curricular objectives and student progress. There are many opportunities for the school to communicate with the board, district and parents, and this accomplished through a variety of methods.	● Board Meetings ● Canyon Ridge Website ● Connect Ed messages ● PowerSchool ● Power Teacher ● Email ● Mail ● Data Director

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Findings	Supporting Evidence
In the early stages of implementation of PLCs, CRHS is beginning to discuss common assessments and build shared knowledge regarding best practices. CRHS staff believes that the PLC model will assist them in shifting to a results-oriented, data-driven staff that focuses on continuous school improvement. CRHS regards assessment as an essential part of the education process. Assessment results monitor student progress and allows teachers and administration to evaluate and revise the SPSA. Teachers modify teaching techniques, design curriculum, establish objectives, and through school plan goals, the school allocates resources and funds. Various assessments are embedded in daily instruction to accommodate different learning styles, check for understanding, promote critical thinking, demonstrate effective communication all in an effort to insure student academic achievement. In evaluating school data, the staff, with district support, identified critical areas to improve resulting in the implementation of Flair, 6/6 classes in Social Studies and Science for our EL students, and CAHSEE Boot Camp programs to improve skills for all students who had not passed the CAHSEE by the end of their sophomore year.	• SPSA • PLC Training • Collaboration Wednesday • Flair • 6/6 • Common Prep • CAHSEE Boot Camp

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1 Staff uses a variety of assessments to guide instructional decisions and monitor student performance.

2 The use of transcripts as a way to communicate with students and parents and monitor individual student progress toward graduation.

3 The staff uses collaboration and common prep periods to discuss student data.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1 Continue to use the PLC process to assist in developing a culture at CRHS that is results-oriented and data-driven that focuses on school improvement.

2 Though all teachers can access the information in Data Director, is not regularly or consistently used by all teachers in monitoring student data.

3 Continue to develop processes and procedures to systematically analyze data to determine mastery of standards and ESLRs.

IV-E

SCHOOL CULTURE

SELF STUDY REPORT

- ORGANIZATION
- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- SCHOOL CULTURE

CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

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

E1. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).
To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CRITERION E1 INDICATORS AND PROMPTS

Regular Parent Involvement
Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

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

Findings	Supporting Evidence
Enrollment orientation for each new student and their parents/guardians, the student handbook provided during orientation, and Back-To-School Night at the beginning of each year, provides an opportunity for all students and parents to meet teachers, administration, and staff who will be involved daily in the academic steps necessary for students to succeed. School Site Council is a bridge between school, parents, and community where both academic and campus needs are assessed and action plans utilized to continue the standard of excellence at CRHS. PowerSchool allows parents and students access to grades. In addition, a nine grading period grading system offers frequent assessment of credit production. Automated phone calls home, and website access allow	● Enrollment orientation ● Back-To-School Night ● Community scholarships ● PowerSchool ● Automated phone calls ● Newsletter ● School Site Council ● ROP ● Talent Shows ● Festival of the Arts ● ELAC ● DELAC ● Parent Center ● Career Day ● Staff Interpreters ● The Clothes Hanger ● ASB ● Career Center (in the library) ● Rena's Dresses (prom dresses) ● Connect-Ed ● Parent-Teacher Conferences

faculty to communicate with parents and community in a variety of ways. The Family and Parent Resource Center provides community resources and information for Spanish speaking families, along with all others. HUSD Work Experience Coordinator provides job placement and work permit information each Monday in the library. Students can earn additional credits through the work experience program. Extracurricular activities and ROP programs promote student involvement in the academic process by providing a means by which students can gain real-world skills and experience. The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. For example, we use technologies like the school website, and PowerSchool to keep current information readily accessible and as a forum for calls of action to better our community and school. Canyon Ridge High School's teachers, administrators, counselors and other staff work hard to maintain an open dialogue with parents and community through meetings, emails, phone calls, websites, and newsletters. Canyon Ridge's Associated Student Body, through its community and school integration, sponsor activities such as food drives, blood drives, holiday baskets, toy drives, and other urgent relief projects. They have also participated in the adopt-a-street program for the city. The School Site Council invites and uses the feedback from parents, staff, and community to improve campus life and address areas of	● Clubs ● School Web Site

improvement. This direct connection with diverse individuals ensures that CRHS teachers, staff, parents, and students are made aware of issues that concern both the school and the community. The EL program is actively involved in making sure that the parents of EL students are contacted in a timely manner with pertinent information that will help them make informed decisions for their students. This information is coordinated and released through the English Learner Advisory Council (ELAC) and District English Learner Advisory Council (DELAC).	

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

Findings	Supporting Evidence
The school uses community resources to support students. For example, the ROP program hosts a career fair featuring local businesses and colleges. The program also orchestrates mock job interviews using actual business, law enforcement, and fire protection professionals to conduct the interviews. We also provide opportunities for our students to listen to guest speakers from the business world, entertainment industry, and military. The social studies department offers students the opportunity to be poll workers during elections. As a school, there is a genuine drive among the staff and administration to find ways in which to	● ROP programs ● Career Fair ● Guest speakers ● Mock job interviews ● Monthly board reports ● Green School ● School Clubs ● Thanksgiving food drives ● Blood drives ● Pennies For Patients ● Adopt-A-Street program ● 2010 and 2012 election, poll workers ● Youth-In-Government ● Chris Joy, Josten representative ● VEX Robotics ● California Council on Economic Education ● Rotary Club Scholarships

support students in their quest to achieve professional skill sets before they leave the school. The ROP classes provide computer skills focused on the use of Microsoft Office programs. Students can use these skills in employment or future educational pursuits. Community business people offer their time to speak to and advise students in the ROP classes. A representative from the Jostens Company, a yearbook and graduation supplies company, presented a social media awareness presentation, “Pause Before You Post”, for our students in a live assembly. He gave them useful information about social media’s impact on future job searches. This year CRHS became members of the High Desert VEX Robotics League, building robots and entering them in competitions. ASB provides direct involvement of students in community outreach projects as well as a social component.	● Park and Rec Scholarships ● HAMS and SPAMS scholarships ● Kiwanis Club scholarships ● Black Heritage Committee literary contests ● Hispanic Chamber of Commerce civic contest ● Tim Donnelly, State Assembly, Constitutional essay contest

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected school-wide learning results through the curricular/co□curricular program.

Prompt: How does the school ensure that the parents and school community understand student achievement of the academic standards/expected school-wide learning results through the curricular/co-curricular program?

Findings	Supporting Evidence
Student achievement at CRHS is strongly emphasized. Students, parents, and community are informed of academic expectations via Back-to-School Night, enrollment orientation and PowerSchool. Parents provide feedback through various means including e-mail, phone calls, mail and parent-teacher conferences. Throughout the school year, students and parents have a variety of ways to monitor academic progress. Students are issued a credit form for them to keep track of their unit progress. PowerSchool provides 24-hour a day access to both parents and students for academic grades and notes from staff. In addition, nine grading periods spanning the school year, rather than four quarters, provide an excellent and timely process for feedback and evaluation of student progress. Students receive a credit slip for each class in which they have a passing grade. Updated transcripts are distributed to each student every grading period.	● Nine grading periods ● Student plan through counseling ● PowerSchool ● Updated transcripts ● Credit forms

E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.
Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
Building good relationships among our administration, staff, and students is a top priority at CRHS. Discussions about students during our common prep period provide a more thorough understanding about current concerns. The common prep allows us to come to a decision with everybody's input. The common prep period, collaboration Wednesday schedules, along with staff meetings and the development of PLC norms has greatly assisted us in the ongoing process of making team decisions.	● Students welcomed at the gate each morning ● Administration and faculty participate in ASB activities ● Common prep, collaboration Wednesday, staff meeting discussions and team solutions

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
Building meaningful relationships between students and staff allows for more constructive interaction to assist students in fulfilling their individual learning plans and graduation requirements. With a good relationship students are more willing to ask for help.	● Teachers available before and after school ● Monthly awards assemblies ● Library is open and available for student use ● Students have access to computers in the library ● ILPs ● Graduation Plans ● SSTs

E2. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).
a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?
CRITERION E2 INDICATORS AND PROMPTS

Safe, Clean, and Orderly Environment
Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

Prompt: Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.

Findings	Supporting Evidence
The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning. Maintenance personnel continually monitor the CRHS campus for cleanliness and safety issues that affect staff and students. District personnel also make a yearly campus inspection to insure that the school complies with safety regulations. CRHS is inspected at the beginning and during the school year. Campus assistants monitor activities from various stations across campus. Graffiti has been significantly reduced with the monitoring of all restroom facilities. The presence of campus assistants has also significantly reduced the number of verbal and physical altercations among the student body. During extended lunch periods, teachers provide additional campus supervision. In each classroom, the school's emergency plan is available outlining the necessary	● Physical inspections ● Maintenance crew ● Classroom visits ● Supervision of campus during break and lunch ● Campus assistants receive training in identifying gang related activities ● Fire drills ● Earthquake drills ● Code red drills ● PowerSchool attendance includes medical and legal alerts for students

steps to take in a specific emergency. Additionally, fire, earthquake/disaster, and code-red drills are performed throughout the year so that students and faculty are ready if a real crisis should occur.	

High Expectations/Concern for Students

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

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings	Supporting Evidence
CRHS students participate in creating class projects, video productions, and personal best work in classrooms across Canyon Ridge. The Odyssey classes provide a self-paced individual learning experience. ROP classes help students develop professional skills necessary to pursue employment and future educational pursuits.	● CAHSEE Boot Camp ● Awards ceremonies ● Guest speakers such as the “Pause Before You Post” presentation

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.
Prompt: To what degree is there evidence of an atmosphere of trust, respect and professionalism?

Findings	Supporting Evidence
CRHS evaluates the effectiveness of processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning with a variety of methods. CRHS staff communicates through consistent weekly staff collaborative meetings, PLC meetings, notices in mailboxes, ad hoc meetings, email, mail, and Connect Ed messages.	● Wednesday collaborations ● Common Prep Periods ● Staff Meetings ● One on one conversations

Administration has an open door policy that allows staff to address questions and concerns through one on one conversation or within the group. At CRHS there is a high standard of trust, respect, and professionalism among the staff. Communications are performed in a timely, respectful, and informative manner. Wednesday collaboration and common prep period meetings gather faculty together for data analysis, professional development, “Kid Talks,” and technology trainings.	

E3 and E4. School Culture and Student Support Criterion

Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).
E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?
E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?

Findings	Supporting Evidence
The school provides personalized support for each student. Every student, in consultation with his or her counselor, completes a plan that outlines credits necessary for graduation, when to take classes for graduation, and electives that may be taken when their schedules permit. All other pupils are seen by counseling during registration to continue the process for the next year's academic plan. Seniors receive graduation checks. Counseling continues this interaction with students on a case-by-case basis as needed. Our Counselor is available for academic advising upon student request. Our district psychologist is available upon referral from counseling or staff.	● School nurse weekly visits ● Career and education Information center in the library ● Information access in counselor's location ● School psychologist ● Community/District Resources (SELPA), Clothes Hanger, Rena's Dresses, "We Really Care"

Community speakers help students formulate their academic plan. Victor Valley College offers students an opportunity to enroll, take the appropriate assessment tests, and receive academic advisement. Scholarship information and applications are available in the library. Food Services provide a free and reduced breakfast and lunch for those students in need. Through the IEP and ILP process, referrals are made for additional resources for community support services for our students. The classroom is the cornerstone to the whole process as students may not be aware that these resources exist. Teachers may direct students to the proper resource stations.	

Direct Connections

Indicator: The school has direct connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Prompt: How direct are the connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?

Findings	Supporting Evidence
The school has direct connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services. Academically, all the aforementioned	● Counseling ● Power Teacher ● Transcript reports ● Textbooks ● Staff development ● Nine grading period year ● BTSA

services link together to provide a comprehensive structure for student academic progress. Consistency is key. When each of the resources are working together, students and parents are given a charted academic course and access to diverse academic instruction in both core and elective subjects. Additionally, timely updates on academic progress through transcripts, credit forms, and PowerSchool provide the structure necessary for students to succeed. If parents, students, and staff use the resources found on campus, the whole process of academic growth is achieved whether it is through the regular education or the special education programs of the school. It is our finding that resources are used to support student academic achievement and personal growth.	

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.

Findings	Supporting Evidence
The school leadership and staff use a number of strategies to develop personalized approaches to learning and alternative instructional options that allow access to and	● District scope and sequence ● Teacher-student conferences ● Alternative assessments ● Multiple options for curriculum mastery

progress in the rigorous standards-based curriculum. Examples of strategies include: the level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.	

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

Findings	Supporting Evidence
Counseling and other staff members through the use of IEPs and ILPs guide both regular and special education students. Once students begin these plans, staff uses a variety of strategies to provide a framework in which students may be successful. Special education students have access to IEPs, trained aides, mainstream educational programs, and teachers and staff who create educational environments so that these students may succeed academically and personally. Regular education students receive personalized approaches in their various core and elective courses throughout the day. Variety is key. In some classrooms students are enveloped in structured courses with weekly and daily progress sessions with their teachers; in other	● IEPs and ILPs ● Course variety ● After-school tutoring program ● Odyssey ● Parent-teacher conferences ● Special Education Programs

classes more responsibility is placed on the students to follow the syllabus, check PowerSchool, and generally be aware of issues that may affect their academic standing. CRHS Counseling and administration conducts Parent/Teacher Conferences where all parties involved meet to discuss academic probation, goals, and challenges. At these meetings, it is not unusual to see goals set by all parties to foster academic success. The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, special education, and other programs. EL and Special Ed students are receiving rigorous support and instruction tailored to their skills. A variety of Odyssey classes are available for student selection in all core curricular departments. The direction and goals of ELAC meet mandated compliance topics and provide information as requested by parents of our EL students. The goal of ELAC is to be a liaison between the district, administration, and the Office of Language of Support Services to ensure EL students and parents have ample opportunity to provide input regarding categorical spending (EIA) and desired information. CRHS continues to encourage parents to be a part of ELAC, making personal calls to each EL family inviting them to ELAC meetings. Educational support is offered throughout the year in all subjects through counseling and individual departments. The counseling office and the library offer information on	● 6/6 Social Studies and Science ● FLAIR ● ELAC meetings ● VVC Bridge Program ● Professional guest speakers ● Performance contracts

post-secondary education and career opportunities, scholarships, and training programs to students. Additionally, the school counselor collaborates with Oak Hills High School and Victor Valley College through the Bridge Program to enroll and register CRHS seniors. This program provides an introduction to the collegiate process with Career Center, counselors, and VVC personnel working together to ensure CRHS students who enroll at VVC a positive and successful first year of college.	

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?

Findings	**Supporting Evidence**
All students have access to a relevant and rigorous curriculum. We regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for double class schedule (e.g., summer school, class periods beyond the traditional school day, and concurrent enrollment). The school offers Odyssey classes to all	• Summer school • Master schedule • ROP courses • Early release • Late start

students who desire to work under a more rigorous schedule. Any limitations are due to class sizes and student motivation to engage in such classes.	

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results.

Prompt: To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results?

Findings	**Supporting Evidence**
CRHS uses a variety of avenues to motivate students to see a direct correlation between their adherence to academic standards and expected school-wide learning results. Every month perfect attendance students are rewarded with a special lunch with the principal and vice principal. Throughout the school year, academic incentives are given such as certificates of achievement, Student of the Month awards, and Most Improved Student awards.	● Perfect Attendance lunch ● High Unit Winner awards ● Student of the Month ● Most Improved Student award ● Testing rewards

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
Due to the suspension of the High Desert Alternative Athletic Association this year and staff resources, our students have not had opportunities to participate in athletic activities outside of PE. Our ASB/Leadership class has been restructured to a lunchtime club with four teachers sharing co-advisor roles. We have an active ASB student group who gives up their lunch to work on ASB activities for the student body and the community. During the 2012-2013, a VEX Robotics Club has been created to build interest in creating a possible robotics electives course in the future.	● ASB restructuring ● VEX Robotics

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
In an effort to continue to hear the voices of our students, the school will continue a systematic process of surveying the students regarding safety, connections with adults, clear expectations, support services available, parent-home communication, and curriculum, instruction, and assessment. As found in the appendix, the majority of students conclude that CRHS is a clean, safe, and secure environment in which to learn. Students believe faculty have set clear expectations for grades, behavior and attendance as a way to support school-wide learning results of recovering, relating and regarding. In addition, students believe that parent-home communication and additional assistance programs to support not only academic achievement but social, behavioral and emotional growth services are available through counseling and after school programs. Many students have re-connected to school by forming relationships with adults to help students feel positive about themselves, others and their futures. Efforts of faculty to provide a variety of curriculum, instructional practices and assessment strategies give students a sense that CRHS is a place where life-changing attitudes are made.	● Student surveys ● Counseling ● Classified staff ● Custodial staff ● ESLRs ● Classroom observations ● Unit sheets ● ASB Club ● Extra-curricular activities ● VEX Robotics Club ● Aikido Club ● CAHSEE Boot Camp ● School Psychologist ● District support ● Community service resources ● Graduation culture--”Ringing of the Bell” ● Board Meetings

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Strong relationship building among faculty, staff, and students
2. Continued support for professional development
3. A safe, secure, clean, and orderly campus.
4. The weekly collaboration meetings to discuss individual and broad areas of concern
5. The strong commitment of administration, faculty, and staff to the success of every Canyon Ridge student.
6. The 9 unit-grading schedule allows for quick intervention when students have been identified as failing to progress.

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

1. Increase parental engagement
2. Increase community involvement
3. Continued growth of professional development
4. Continue to foster and promote the use of PowerSchool (implemented Fall 2010)
5. Systematic methods of assessing student perceptions on campus
6. Improve communication within the school environment

Prioritized Areas of Growth Needs from Categories A through E

- Investigate and implement a reading program that assists students in developing skills necessary to become lifelong learners.

- Explore ways to use data that increases rigor in a measurable way for ESLRs that prepares students for success in career and college readiness.

- Continue to implement PLCs as an avenue to support a culture of collaboration and shared decision making for all stakeholders; thus, creating a culture that is results-oriented and data-driven focusing on school improvement as we transition to common core standards and 21st Century learning.

- CRHS has a need for increased elective opportunities.

V

ACTION PLAN

SELF STUDY REPORT

ACTION PLAN 2013-2019

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

Chapter V Action Plan

Goal #1: To increase learning for all students.

CRITICAL NEED: Explore ways to use data to measure the ESLRs that prepare students for success in career and college readiness.

RATIONALE FOR GROWTH NEED: Our self-study shows that the Canyon Ridge High School staff must take further action to increase student achievement for all learners.

GROWTH TARGET: Canyon Ridge High School will increase our CAHSEE pass rate.

ESLR'S ADDRESSED:

1. **Recover** lost units through standards based curriculum and will demonstrate measurable progress towards high school graduation.
2. **Relate** well to peers and authority figures, which will bring skills necessary for self-directed lifelong learning by meeting established behavior and attendance expectations.
3. **Regard** communication skills such as reading, writing, creative arts, speaking and the use of technology as effective tools for lifelong learning.

STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED ($)	TIMELINE Start - End DATE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT (Evidence to show completion)
Improve the systematic development of PLCs	Staff and administration	• PLC norms • Collaboration time • Common Prep • Training • School budget • District office	January 2013-2019	• Improve student mastery of standards • Model assignments and projects • CAHSEE Boot Camp	• CAHSEE/CST data • Unit production • ILPs • IEPs • Graduation rate • Curriculum-based-assessments • Student follow-up system
Increase staff and student access to technology	Staff and administration	• School budget • Grants/Donations Professional Development • Conferences	January 2013-2019	• Increase student use opportunities Site staff training • Observation goals • Team teaching	• Student project • Student work • Student presentations • Staff driven-professional development

		• Technology policy		• Cross-curricular	
Interdepartmental collaboration	Staff and administration	• Collaboration time • Conferences • Shadowing • PLCs • Use of common assessments • Rubrics	Spring 2014	• New assessment policies	• Student performance data • Established PLC common goals
Train teachers in the development and use of common core standards	Staff and administration	• Conferences • Workshops • Collaboration Wednesday • District support • District coaches • Calibration	January 2013-2015	• Use of curriculum embedded assessments • Transcripts • Lesson plans • Professional Development • Attendance • Classroom observations	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings • School Website • Parent/Home communication • Email, phone calls, mail
Continue to train in research-based instructional strategies (Examples: Marzano, Reading Café, Write for the Future, Common Core, PLC, data, differentiation)	Staff and administration	• Conference • Workshops • Collaboration Wednesday • District support • District coaches	January 2013-2016	• New assessment policies • Use of curriculum embedded assessments • Transcripts • Lesson plans • Professional Development	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings • School Website

		• Calibration		• Attendance • Classroom observations	• Parent-Home communication • Email, phone calls, mail
Continue to increase parent/community stakeholder communication and develop workshops as ways to impact school's achievement results	Staff and administration	• District support • School Site Council • School budget • SPSA • ELAC/DELAC • Community resources • Counselor	January 2013-2016	• ESLRs • Collaboration Wednesday • Common Prep Period • Data Reporting Management System • Transcripts	• Board meetings • Student Performance • WASC • SPSA • Staff Meetings • Email, phone calls, mail, Connect Ed

Goal #2: To increase student achievement.

CRITICAL NEED: Investigate and implement a reading and math program that assists students in developing skills necessary to become lifelong learners.

RATIONALE FOR GROWTH NEED: Student performance indicates that the majorities of Canyon Ridge High School students read and compute below grade level.

GROWTH TARGET: Canyon Ridge High School staff will investigate and pursue reading and math programs that will meet the diverse needs of our students.

ESLR'S ADDRESSED:

1 **Recover** lost units through standards based curriculum and will demonstrate measurable progress towards high school graduation.
2 **Regard** communication skills such as reading, writing, creative arts, speaking and the use of technology as effective tools for lifelong learning.

STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED ($)	TIMELINE Start - End DATE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT (Evidence to show completion)
Investigate programs for reading and math	Staff and administration	• School budget • Collaboration time • Common prep periods • Conferences • Professional Development • District support	January -Spring 2013	• Site approved reading program • Site approved math program	• List of programs investigated

Continue to train staff to analyze data to drive instructional decision making	Staff and administration	• School budget • SPSA • Collaboration time • Common prep • District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings • School Website • Parent/Home communication • Email, phone calls, mail, website • Power Schools
Develop methods and skills in designing rigorous standards based lessons using Common Core to address the needs of all students	Staff and administration	• School budget • SPSA • Collaboration time • Common prep District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings • School Website • Parent/Home communication • Email, phone calls, mail, website • Power Schools
Implement school-wide strategies of reading, writing and math across the curriculum to support Common Core, 21st learning and college and career readiness	Staff and administration	• School budget • SPSA • Collaboration time • Common prep	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings

		• District support		• Transcripts • ILPs/IEPs	• School Website • Parent/Home communication • Email, phone calls, mail, website • Power Schools
Provide opportunities for extended learning including tutoring and interventions before and after school	Staff and administration	• School budget • SPSA • Collaboration time • Common prep • District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• WASC Action Plan • SPSA • School Site Council • Faculty Meetings • School Website • Parent/Home communication • Email, phone calls, mail, website • Power Schools

Goal #3: Continue to implement PLCs as a way to support teacher communication and student mastery of skills.

CRITICAL NEED: Continue to implement PLCs to improve as an avenue to support a culture of collaboration and shared decision-making for all stakeholders.

RATIONALE FOR GROWTH NEED: To create a culture that is results oriented and data-driven focusing on school improvement as we transition to Common Core standards and 21st Century learning.

GROWTH TARGET: Continue the process of building shared knowledge of PLCs through increased staff attendance at PLC training.

ESLR'S ADDRESSED:

1 **Recover** lost units through a challenging standards-based curriculum and will demonstrate measurable progress toward high school graduation.

2 **Regard** communication skills such as reading, writing, creative arts, speaking and the use of technology as effective tools for lifelong learning.

STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED ($)	TIMELINE Start - End DATE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT (Evidence to show completion)
Common Core standards training	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates

Continue to monitor student progress by focusing students on a standards-based curriculum that allows for self-directed lifelong learning and strong communication skills	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates • Transcripts
Developing additional rewards and incentives	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates

Continue to train staff to analyze data to use results and inform classroom and school-wide decisions	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional Development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates
Refine and expand the use of Power School as a way to communicate and monitor student learning plans	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates

Restructure collaboration time to incorporate the discussion of best practices, formative assessments, differentiated instruction, and technology as way to engage students toward mastery	• Staff and administration • District office	• Conferences • Workshops • Consultants • Instructional Technology • Collaboration time • Professional development	January 2013-2016	• Pacing plans • Standards based lessons plans • Availability of 21st Century instructional tools • Staff led professional development • Transcripts	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates

Goal #4: Assist students in planning for life after high school.

CRITICAL NEED: Preparing students in standards that engage in lifelong learning through 21st Century skills to promote college and career readiness.

RATIONALE FOR GROWTH NEED: Increase the opportunities and access for students to develop post high school and career plans.

GROWTH TARGET: Explore and investigate with all stakeholders master schedule options to meet the needs of Canyon Ridge High School students.

ESLR'S ADDRESSED:

1. **Recover** lost units through standards based curriculum and will demonstrate measurable progress towards high school graduation.
2. **Relate** well to peers and authority figures, which will bring skills necessary for self, directed lifelong learning by meeting established behavior and attendance expectations.
3. **Regard** communication skills such as reading, writing, creative arts, speaking and the use of technology as effective tools for lifelong learning.

STEP(S) REQUIRED	PERSON(S) RESPONSIBLE	RESOURCES NEEDED ($)	TIMELINE Start - End DATE	MEANS TO ASSESS IMPROVEMENT	MEANS TO REPORT (Evidence to show completion)
Develop relationships and partnerships to promote college and career readiness	• Staff and administration	• School budget • SPSA • Collaboration time • Common prep • District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates

Explore ways for students to attend partner high school elective opportunities or concurrent community college enrollment	• Staff and administration	• School budget • SPSA • Collaboration time • Common prep • District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates
Using the curriculum alignment and review (CAR) process to explore ways for academic electives that engage students in post secondary skills	• Staff and administration	• School budget • SPSA • Collaboration time • Common prep • District support	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community • Data Management System • Transcripts • ILPs/IEPs	• Teacher created lessons plans • Student work • ILPs • IEPs • Test scores • Graduation rates
Interventions for EL, special education, students who have not passed CAHSEE, and students performing below grade level	• Staff and administration	• School budget • SPSA • Collaboration time • Common prep	January 2013-2016	• Test data • Lesson plans • Survey of staff, students and community	• Teacher created lessons plans • Student work • ILPs

		• District support		• Data Management System • Transcripts • ILPs/IEPs	• IEPs • Test scores • Graduation rates

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

SELF STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Accrediting Commission for Schools

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

VI

APPENDIX

Canyon Ridge High School

12850 Muscatel Street

Hesperia, CA 92345

Plan Period: 8/1/2012 - 7/31/2014

Contact:
Mary Porras
Principal
(760) 244-6530
mary.porras@hesperiausd.org

EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 To Increase Learning

To improve ELA and Math Proficiency

Increase Science and Social Science Skills of EL Students

Increase Staff Development

Increase Technology

2.0 Increase Attendance and Achievement

Recognize Student Achievement and Attendance

Improve ELAC and Parent Involvement Groups

3.0 Transition

Positive Learning Environment

Centralized Services

Centralized Services

Plan Budget

Committees

Approvals and Assurances

Canyon Ridge's Vision Statement: Canyon Ridge will be a catalyst to ignite a passion for learning through personal, social, and academic growth. Canyon Ridge will inspire students to set goals and further their education, so they can develop positive attitudes and habits to fulfill their ambitions and dreams.
Canyon Ridge's Mission Statement: Canyon Ridge High School promotes opportunities for personal insight and growth, improved social skills, and academic achievements by providing:
*Powerful teaching in small classes by a caring staff in a safe environment
*Respectful staff/student interactions
*A means to graduate from high school and make a positive and productive future.

Canyon Ridge is Hesperia Unified School District's newest continuation high school. Canyon Ridge High School was opened to students on October 29, 2007, with 99 students. Canyon Ridge has a 7:55 a.m. start time to be able to provide shuttle buses from the two comprehensive high school it serves. Canyon Ridge exceeds the number of instructional minutes required for a continuation school by quite a large number: 52,575 actual vs. 32,040 required. All of our students attend full time, 5 days a week. Class size averages 26 students or fewer but has been impacted in some classes by having only one subject teacher. Canyon Ridge currently has 12 certificated teachers, 8 in core subjects, English, math, social studies, and science. We also have required physical education and art (fine arts), along with an RSP class. Our elective offerings include two Customer Service ROP classes. Canyon Ridge has one full time counselor. The school is run effectively by the principal and vice principal. The administrative staff receive input from the leadership team (which consists of all teachers), as well as students, parents, staff and community members through our School Site Council. All eleven of our full-time teachers have clear credentials. Seven have CLAD or BCLAD credentials, 1 has a master's degree, and 10 hold certificates in ELD/SDAIE training with 1 pending. Our counselor holds a Master's Degree in Education, a Preliminary Administrative Credential and has a Pupil Services Credential.

Professional development is ongoing, offered at the site and district levels. Our teaching staff has participated in training dealing with Power School, assessment techniques, Data Director, Thinking Maps, Write for the Future, and differentiated teaching. Through our collaboration Wednesdays, our staff has been trained to use Marzano's strategies. In the past years our focus has been on learning the Odyssey On-Line System, Star Math and Reading Assessments, Power School and Discovery Education Streaming in order to better serve our students, as well as Ruby Payne. Half way though last year our focus turned to working on our preparations for our WASC visit this school year.

Student Characteristics:
Canyon Ridge has a diverse student population that changes regularly due to a high mobility rate. Presently our population is 66% Hispanic, 20% White, 11% African American and 2% other. Canyon Ridge has 49 students listed as English learners. Nearly 75% of our students qualify for free or reduced lunch based on family income. Student achievement is a serious concern for all staff at Canyon Ridge. The statistics of the CAHSEE exam show that last year 70% of our students passed the ELA section of the CAHSEE, with 64% passing the Math section. Students at Canyon Ridge struggle to achieve, often missing many days of school and not having a sense of efficacy. We are building our students' connections to school by building relationships, stressing the importance of an education, and helping them to create a new beginning where one has the opportunity to create new life changing attitudes. Canyon Ridge will grow and will be able to offer a more diverse selection of courses in the future.

School Goals for Improving Student Achievement (Goals listed below):
Goal #1: To increase academic achievement.
Goal #2: To maintain and improve our schoolwide culture to include student, staff, parent and community involvement.
Goal #3: To continue to be proactive in providing a safe school.

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Making long term progress with our students is difficult due to the high mobility rates. Our students continue to perform poorly in math and ELA. Our CAHSEE Boot Camp, we believe, will assist our students to score higher with higher pass rates as we move forward.
CSTs 2011-12:
ELA: 11.59% Proficient/Advanced; 88.41 basic or below
Math: 3.07% Proficient/Advanced; 96.93% basic or below

CAHSEE 2011-12:
ELA: 70% pass rate. 38% of that 70% with a 380 or better at the National Proficiency rate.
Math: 64% pass rate. 33% of that 64% with a 380 or better at the National Proficiency rate.

Conclusions from Parent, Teacher and Student Input

We have increased our SST meetings with parents, teachers and students trying to make an impact with the family in supporting the student to step up unit production. Students admit they are lazy and many times unmotivated to achieve, but once the "light" goes on, they get it done. Our teachers struggle for finding that "switch" in each student. The technology increase this year has sparked a huge interest in students who are finding technology is helping them learn in a fun new way. Our parent feedback says that they love our school and feel their students are welcome and safe.

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Canyon Ridge is working under the leadership of the principal, the Assistant Superintendent of Curriculum, and the Coordinator of Curriculum and Categorical to align curriculum to content standards. Aligned texts are used to make certain that the essential content standards are being met. Some of our teachers are utilizing the single assessment tests to assess students' knowledge and give credit. Canyon Ridge is in the process of addressing performance standards to make sure that our students' work is aimed at an appropriate grade level of difficulty. Aligned textbooks are utilized to make sure that essential content standards are being met. A pacing guide is not used at Canyon Ridge because new students enter every grading period (approximately each month) and will not adequately address their individual needs. These students arrive with different ability levels and are at different levels on their academic pathway. Canyon Ridge is using Data Director to access data easily and aid staff in the adjustment of intervention strategies/needs for our current population.

Availability of standards-based instructional materials appropriate to all student groups

Standards-based instructional materials are available to all Canyon Ridge students. Textbooks are district adopted on a cycle by subject. Canyon Ridge has purchased new standards-based texts, and supplemental texts such as Pacemaker. Canyon Ridge has recently purchased additional textbooks to serve more students and will also continue to buy additional supplemental textbooks to serve a wide variety of ability levels. Our teachers continue to use differentiated instruction to meet each student's needs.

Alignment of staff development to standards, assessed student performance and professional needs

Staff development is currently chosen by teachers and administrators from a variety of options available from the district. These options are standards-based and apply to at risk under-performing students that are prevalent to Canyon Ridge. Additionally, we are using most of our Collaboration Wednesday times to meet in our Focus Groups/Leadership Team to work through our WASC process.
Our staff has undergone training in differentiated teaching and several modules of Ruby Payne. Many of our teachers have completed training in Thinking Maps, Write for the Future, and Marzano training. Our staff has trained in Odyssey On-Line and Advanced WFTF.

Services provided by the regular program to enable under-performing students to meet standard

Canyon Ridge is designed to help under-achieving students meet the challenging California content and performance standards. Teachers use technology in the form of computers, ELMOs, LCD projectors, and TVs, in order to further enhance their individual achievement. One-on-one attention is possible due to small class sizes. Teachers often give up their own lunch and break time to tutor students who may need additional assistance, along with each teacher having a common prep for tutoring and collaboration with other teachers. Students have internet access and word processing capabilities. Canyon Ridge is currently utilizing Odyssey On-Line Learning System which offers on line instruction including support for those students who have not yet passed the CAHSEE. CAHSEE "Boot Camps" have been instituted this year in an effort to increase our CAHSEE passage rate. STAR math and reading is currently providing a customized student assessment for reading and math.

Services provided by categorical funds to enable under-performing students to meet standards

Canyon Ridge has purchased, and will continue to purchase technology including additional computers, ELMOs, LCD projectors, interactive white boards, responders, software, projectors, and cameras using categorical monies. We currently have 2 classes to assist those students who are struggling to pass the CAHSEE. Canyon Ridge continues to expand our library's capabilities including more computers for student use in research and word processing. Our OdysseyWare on-line learning program assists those students who have been struggling in their regular classrooms. Through this program, students can work work both at home and in school to increase their learning and credit production. Our faculty meets regularly to assess our students in SST meetings and give assistance to those struggling.

Use of the state and local assessments to modify instruction and improve student achievement

Canyon Ridge's staff, including our counselor and teachers, will be using Data Director to analyze data from the California High School Exit Exam and the California Standards Test to modify instruction in an effort to increase student achievement. Canyon Ridge opened its computer lab and continues to have pre- and post-testing of long term students using STAR Math and Reading assessment to help determine progress and improvement in basic skills. We will be monitoring our students who have been enrolled at Canyon Ridge 90 days. Most of our teaching staff has undergone assessment training with our district's trainers to increase the awareness of multiple assessment strategies.

Number and percentage of teachers in academic areas experiencing low student performance

Canyon Ridge High School is an alternative school. All of our teachers (12) specialize in working with students who have demonstrated low performance. All of the students attending Canyon Ridge are deficient in high school credits. Many of our students come to us with poor attendance and truancy problems. Low student performance has the norm and the main challenge of our staff.

Family, school, district and community resources available to assist these students

Many of our students do not have parents who are involved in their academic lives. We do have outstanding teachers who are nurturing by nature. We have found that this connection and the fact that Canyon Ridge has a small enrollment increases the chances of our students leading a productive life. We do have community members who serve on our school site council and help our school in a variety of ways. Canyon Ridge teachers often give up their own personal time to provide an one-on-one tutoring before and after school. We are still in the stages of developing programs such as ROP and ASB which will increase our students' connection to school. Our staff is provided opportunities to get involved in the decision making process through service on the leadership team, school site council, and Collaboration Wednesdays. We are working on increasing our parent participation in our ELAC committee/parent support group.

School, district and community barriers to improvements in student achievement

Financial considerations are always a barrier. Canyon Ridge cannot grow fast enough to handle the request for entrance to our program. With appropriate funding and additional staff, we will able to expand our programs. We hope to get more support from our community members. Another barrier is that we need more flexibility to offer more courses to our students who are behind academically. Increasing the opportunities for vocational education will also increase the desire for academic performance.

Limitations of the current program to enable under performing student to meet standards

The majority, if not all, of the students coming to Canyon Ridge are far behind in meeting the academic standards. Our staff does an outstanding job trying to get our students caught up in credits. Most the students who come to Canyon Ridge are not motivated and always want a quick fix. Often our students come with other factors in their lives including addictions, gang affiliations, and promiscuous behavior. Often these factors have to be addressed before they get motivated to learn. We are in the ongoing process of incorporating programs to help address these areas. Barriers to learning which are in our control include poor skills in reading, math, and writing. We are beginning a program, Academic Recovery Program, to address those students who are slow to earn credits and will continue to look at other programs to assist our underperforming students.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

Our data is difficult to compare year to year because of the transiency of our school. Students come to us throughout the year, many times right before testing for CAHSEE and CSTs are being administered so may not be reflective of what has been learned at our school. As a school, we are making some changes on how we address the CST and CAHSEE pass rates. Several interventions are being utilized this year to demonstrate mastery and understanding. We hope our new CAHSEE Boot Camps will be successful in raising our scores. We are integrating the use of internet based technology, making parts of the curriculum and materials available via web pages and educational social media sites. Many are being used to provide coursework in advance of the lesson being presented in the classroom to enable students to take notes and get familiar with the topic to allow students to move through the material and answer questions in class. We are beginning to capitalize on our students' ability to use technology and their familiarity with the comfort of doing so.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 To Increase Learning

To improve ELA and Math Proficiency

To increase schoolwide proficiency in ELA and math proficiency 3% on CST scores
To increase our CAHSEE ELA and math passing rate by 3%.
To increase our STAR reading scores by 3% from pre- to post-testing.

Increase Science and Social Science Skills of EL Students

To improve reading, writing, and math skills of EL students as evidenced by an increase in students passing both sections of the CAHSEE and improvement on their CELDT scores. Provide a section in our computer lab for EL students where they will have access to the internet and be able to take on-line classes through OdysseyWare. To increase unit production of EL students in US History and Science.

Increase Staff Development

Increased use of alternative strategies meant to reach all learning modalities
Increase before/after school staff development opportunities
Increase coaching opportunities
Increase training opportunities including attending relevant conferences and shadowing opportunities

Increase Technology

Students will demonstrate their ability to find and critically evaluate relevant and creditable content.

2.0 Increase Attendance and Achievement

Recognize Student Achievement and Attendance

Recognize student attendance every grading period. Students will have opportunities to be recognized for excellent attendance and high unit production, and will be recognized by a teacher or teachers for positive attitude and increased effort.

Improve ELAC and Parent Involvement Groups

Canyon Ridge will continue to hold quarterly parent ELAC and SSC meetings as a way to get parents involved in their school.
Canyon Ridge will continue a "FLAIR" after school program to increase test scores and graduation rates of our EL students.
All communication from school to home will be translated to Spanish for parents.

3.0 Transition

Positive Learning Environment

To ensure that students, parents, and staff understand all expectations for attendance, proper behavior and safety. To decrease referrals by 3%; increase positive administrative referrals and counselor/student conferences. Assist students in planning for life after high school.

Centralized Services

Centralized Services

Provide direct and indirect services to school sites.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 To Increase Learning

Goal: To improve ELA and Math Proficiency

ISSUE STATEMENT

Due to the nature of our population, most of our students' reading levels and math skills are low. Our goal is to improve ELA and math proficiency for all students.

GOAL OBJECTIVE

To increase schoolwide proficiency in ELA and math proficiency 3% on CST scores
To increase our CAHSEE ELA and math passing rate by 3%.
To increase our STAR reading scores by 3% from pre- to post-testing.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increase our CAHSEE ELA/Math passing rate by 3% .
Our CST scores will improve 3% in each band.
To increase our STAR reading scores by 3% from pre- to post-testing.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CST scores
CAHSEE results
Classroom assessments
Walk-thrus
STAR Reading Assessment

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

We will be using data from CST and CAHSEE test results, along with classroom assessments.

Strategies

Actions

Support the district curriculum to ensure consistency and equity for all students using district adopted textbooks and supplemental materials such as Odyssey, Pacemaker supplemental texts and CAHSEE prep materials.

Actions

Tasks

Tasks

Identify areas of need through data. (EPC # 5.1)
Purchase books/novels to support core subjects.
Encourage teachers to provide tutoring and student assistance during the week, break, or before or after school. (EPC #2.2)
Purchase state/district adopted materials. (EPC # 1.1)
Provide walk-thrus, with on-going assistance for support to teachers. (EPC# 6.1)
Purchase software and materials to support CAHSEE prep and reinforce classroom instruction. (EPC #1.1)
Provide print shop monies to support CAHSEE prep, and reinforce classroom instruction. (EPC #1.1)
Guest teachers to cover for CAHSEE Boot Camp teachers
Expand Write for the Future and Thinking maps across the curriculum. (EPC #1.3)
Provide awards/incentives for students who improve on CSTs.
Renew and increase STAR Reading/Math
Guest teachers to cover classes for the CAHSEE Boot Camp Instructors.

Actions

Tasks

Students will be encouraged to participate in after school interventions/tutoring programs to increase achievement on CSTs and CAHSEE, as well as credit production.
Purchase reading enhancement software to advance all students' ability in reading/language acquisition
Utilize Data Director reports to guide class instruction and interventions. Target standards through the use of item analysis. (EPC #5.1)
Project-based instruction materials for individuals, whole class, and small groups. (EPC # 1.1)
Results of data will be analyzed by staff, discussed with parents and students to improve student achievement. (EPC # 5.1, EPC #7.1, EPC #8.1)
Provide materials to reinforce classroom instruction including technology, visuals, and experiential activities.

Measures

CST scores
CAHSEE scores
Unit production
Oydssey On-Line Assessments
Walk-thrus
Star math and reading scores

People Assigned

Leadership Team
Administration
Teachers
District coaches

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
EIA SCE - State Compensatory Education	Purchase Pacemaker supplemental textbooks to be used as additional instructional materials.	$514.00
Pupil Retention Block Grant	Renew OdysseyWare	$12,000.00
Pupil Retention Block Grant	Renewal of STAR Renaissance Learning (Math and Reading).	$1,000.00

Measures

CST ELA scores
CAHSEE ELA scores
Student Work
Teacher Assessments
Walk-Thrus
STAR Reading Assessments

People Assigned

Administration
Teachers
District Trainers

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
EIA SCE - State Compensatory Education	Purchase books/novels for academic classes	$500.00
Pupil Retention Block Grant	Art Supplies	$500.00
Pupil Retention Block Grant	Print shop monies to support CAHSEE prep, and reinforce classroom instruction.	$500.00
Pupil Retention Block Grant	Over contract hours for counselor to offer transition services	$3,000.00
Pupil Retention Block Grant	Guest teachers to cover for CAHSEE Boot Camp teachers	$1,550.00
Pupil Retention Block Grant	Supervision for extended learning	$1,450.00

Goal: Increase Science and Social Science Skills of EL Students

ISSUE STATEMENT

Our EL subgroup needs to increase their ELA and Math skills in order to achieve success in unit production, CELDT scores, CST scores, CAHSEE scores, and subsequent graduation rates.

GOAL OBJECTIVE

To improve reading, writing, and math skills of EL students as evidenced by an increase in students passing both sections of the CAHSEE and improvement on their CELDT scores. Provide a section in our computer lab for EL students where they will have access to the internet and be able to take on-line classes through OdysseyWare. To increase unit production of EL students in US History and Science.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All EL students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

CELDT improvement scores
CAHSEE achievement gains
Unit production
CSTs

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CELDT results
CAHSEE results
Teacher assessments
CST results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

EL subgroups

Strategies

Actions

Use CELDT data to group EL instruction, monitor growth and look at sections of assessments to analyze strengths and weaknesses of subtests. Use this data to redesignate, provide in class and extended learning opportunities and place students. Use Data Director to analyze EL performance on CAHSEE and CSTs and analyze effective intervention strategies to improve performance.

Actions

Tasks

Tasks

Create 2 6/6 classes to assist struggling EL students in core subjects.
Provide ELL assistance to reinforce/clarify in primary language and to support concept and vocabulary development.
Purchase small IPAD lab to support EL supplemental programs and services.
Purchase Pacemaker supplemental textbooks/workbooks/teacher resources/answer keys for every core teacher for their EL students.
Provide opportunities for teachers/admin/counselling staff to attend conferences including registration, lodging fees, travel and food related to increasing the learning of EL students
Guest teachers to cover for teachers to do classroom visits to observe EL strategies

Measures

Walk-thrus
CELDT scores
Lesson plans
Teacher assessments

People Assigned

EL Coordinator
Teachers
Administration
Counselor

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
EIA LEP - Limited English Proficient	Purchase Ipad lab	$7,000.00
EIA LEP - Limited English Proficient	Guest teachers to allow classroom visits to view differentiated strategies with EL students.	$299.00
EIA LEP - Limited English Proficient	6/6 in Science for struggling EL students	$2,950.00
EIA LEP - Limited English Proficient	6/6 in Social Studies for struggling EL students	$2,870.00
EIA LEP - Limited English Proficient	Provide opportunities for teachers/admin/counselling staff to attend conferences including sub costs, registration, lodging fees, travel and food related to increasing the learning of EL students	$1,000.00

Goal: Increase Staff Development

ISSUE STATEMENT

Each Canyon Ridge student deserves the very best in instruction. To that end, our teachers will be given opportunities to participate in training involving teaching strategies, best practices, and staff development activities.

GOAL OBJECTIVE

Increased use of alternative strategies meant to reach all learning modalities
Increase before/after school staff development opportunities
Increase coaching opportunities
Increase training opportunities including attending relevant conferences and shadowing opportunities

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increase on CST scores
Increased pass rate on CAHSEE
Increase Star math and reading scores (pre-post test)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Data Director
Unit production
CST Scores
CAHSEE results
STAR math and reading scores, pre-post

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST scores
CAHSEE pass rates
Transcripts
STAR math and reading rates (pre-post)

Strategies

Staff Training to Meet Instructional Needs of Students

Use Collaboration Wednesdays for Differentiation Strategies training, Thinking Maps, best practices, and Culture of Poverty training, Discovery Education Streaming Plus training, Power School Training, Data Director training, to enhance delivery of instruction and improve student performance. Seek out relevant conferences which will address our needs.

Actions

Tasks

Tasks

Schedule district trainer for trainings (EPC # 2.2, EPC # 2.4, EPC # 6.1, EPC # 6.2))
Purchase instructional materials and supplies
Provide teachers opportunities to go to approved conferences in their content area, EL areas, with registration fees, guest teacher costs, lodging, travel and food.

Measures

Sign-in sheets
Walk-throughs

People Assigned

Administration
Coordinator of Professional Development
Teachers

Start Date - End Date

8/1/2012 - 7/31/2014

Funding Source	Description	Cost
EIA SCE - State Compensatory Education	Guest teachers to allow teachers to observe differentiated strategies	$600.00
EIA SCE - State Compensatory Education	Conference fees including registration, sub costs, lodging, food and travel	$4,400.00
Pupil Retention Block Grant	Purchase instructional supplies and materials	$500.00

Goal: Increase Technology

ISSUE STATEMENT

Students and teachers will access a wide range of information to promote and enhance learning.

GOAL OBJECTIVE

Students will demonstrate their ability to find and critically evaluate relevant and creditable content.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased engagement through the use of technology

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Teacher assessments
Walk thrus

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Classroom assessments

Actions

Technology

Tasks

Purchase technology including hand-held technology with the ability to create podcasts, student videos and portfolios to enhance instructions. (EPC #1.1)

Measures

CST and CAHSEE scores
Unit production
Walk thrus

People Assigned

Teachers
Administration

Start Date - End Date

8/1/12 - 7/31/13

Funding Source	Description	Cost
EIA SCE - State Compensatory Education	Update computers	$8,800.00
EIA SCE - State Compensatory Education	Purchase 2 class sets of ITouches	$5,600.00
Pupil Retention Block Grant	Purchase software to enhance digitizing curriculum	$1,500.00

2.0 Increase Attendance and Achievement

Goal: Recognize Student Achievement and Attendance

ISSUE STATEMENT

Many of our students are never recognized for their achievements because of past situations in education such as family issues or academic struggles. Success breeds success.

GOAL OBJECTIVE

Recognize student attendance every grading period. Students will have opportunities to be recognized for excellent attendance and high unit production, and will be recognized by a teacher or teachers for positive attitude and increased effort.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased unit production
Life changing attitudes
Positive outlook on school
Increased attendance

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Unit production
Transcripts
Attendance reports

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Attendance reports
Transcripts

Actions

Tasks

Tasks

Review unit production each grading period
Solicit student nominations from each teacher
Schedule awards assembly within a week of the end of each grading period
Solicit outstanding students from other departments; i.e. library, campus assistants, and cafeteria
Purchase awards, such as hats, beanies and other items
Provide incentives for students to increase unit production by exposing students to educational field trips
Purchase special awards for great behavior: Ravens Doing Right
Provide lunch for students with perfect attendance, "Lunch with the Principals

Measures

Unit production
Teacher input
Staff input

People Assigned

Counselor
Administration
Staff

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
EIA SCE - State Compensatory Education	Purchase awards for student achievement for the year. We will have 10 award assemblies, one after each grading period.	$1,200.00
EIA SCE - State Compensatory Education	Purchase lunches for students with perfect attendance for each grading period. "Lunch with the Principals"	$1,000.00
Pupil Retention Block Grant	Provide incentives for students to increase unit production by exposing students to educational field trips	$1,500.00

Goal: Improve ELAC and Parent Involvement Groups

ISSUE STATEMENT

Because of the high number of EL population, Canyon Ridge will continue to improve and promote an ELAC Parent Group as well as continue to recruit for School Site Council And WASC focus group members.

GOAL OBJECTIVE

Canyon Ridge will continue to hold quarterly parent ELAC and SSC meetings as a way to get parents involved in their school.
Canyon Ridge will continue a "FLAIR" after school program to increase test scores and graduation rates of our EL students.
All communication from school to home will be translated to Spanish for parents.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Parents/community members/students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased attendance
Increased parent partnerships and involvement
Increase Spanish translation of communication to EL parents

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Attendance rates at meetings

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Meeting records
Sign-in sheets

Actions

Tasks

Tasks

Recruit ELAC and SSC parent/student volunteers
Schedule ELAC and SSC meetings quarterly
Provide refreshments and snacks at our quarterly ELAC/SSC/WASC meetings
Recruit parent/community involvement in WASC parent/community focus group

Measures

Meeting records, sign-in sheets, minutes

People Assigned

Administration
ELAC Coordinator
Parents
Students

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
EIA LEP - Limited English Proficient	Supplies/refreshments for ELAC meetings	$300.00
EIA LEP - Limited English Proficient	Print shop fees for EL materials	$200.00
EIA LEP - Limited English Proficient	Postage for EL students	$200.00
EIA SCE - State Compensatory Education	Supplies/refreshments for SSC Meetings	$200.00

3.0 Transition

Goal: Positive Learning Environment

ISSUE STATEMENT

The ability to maintain an environment conducive to the learning process and achievement of all students depends upon a safe, orderly campus. This type of environment is dependent upon attendance, good classroom management, the positive behavior of all students, and acceptance of all students.

GOAL OBJECTIVE

To ensure that students, parents, and staff understand all expectations for attendance, proper behavior and safety. To decrease referrals by 3%; increase positive administrative referrals and counselor/student conferences. Assist students in planning for life after high school.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Decrease discipline referrals
Increase attendance
Increase student unit production

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Discipline reports
Attendance reports
Administrative/counselor conferences
Transcripts
Counselor logs

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Unit production lists
Attendance reports
Conference calendars

Strategies

Students and staff will feel welcomed, accepted, and respected. The school will establish and reinforce a progressive discipline plan with appropriate interventions. Discipline guidelines and expectations are found in the handbook and are communicated to students and parents at orientation.

Actions

Tasks

Tasks

Work with students on conflict resolution and problem solving techniques.
Monitor suspensions and discipline referrals through Powerschool.
Students will meet with administration and counselor for 15 year old contract, 18 year old contract, and behavioral contracts.
Administrative conferences are held for students experiencing difficulties.
District program referrals (Anger Management, Twilight Program) will be given when appropriate.
Counselor referrals/resources utilized when appropriate.
Counselor will meet with students/parents/guardians to do Individual Learning Plans.
HUSD School Police and Probation referrals are available when necessary.
SARB referrals when necessary.
Working with students to plan for the transition to life after high school.
Costs for graduation items: diplomas and covers, student handbooks, graduation programs.

Measures

Administrative calendar
Referral logs
Discipline Reports
Attendance records
School Perception Survey
CHKS Survey

People Assigned

Administration
Counselor
Teachers
Campus Aides
Twilight/Anger Management Coordinator
HUSD School Police

Start Date - End Date

8/1/2012 - 7/31/2013

Funding Source	Description	Cost
Pupil Retention Block Grant	Purchase of character education/counseling materials to eliminate barriers, to keep students on track to graduate.	$500.00
Pupil Retention Block Grant	Printing costs for graduation items: diplomas, student handbooks, graduation programs.	$1,000.00

Centralized Services

Goal: Centralized Services

ISSUE STATEMENT

State and federal regulations allow 15% of the total funding allocation to be used for direct and indirect administrative costs.

GOAL OBJECTIVE

Provide direct and indirect services to school sites.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Not applicable

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

None.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

None.

Actions

Centralized Services Provided

Tasks

- Activities/Strategies for School Plans
- Administrative Support
- Bilingual Assessment
- CLAD and BCLAD Training
- CPM Coordination and Training
- Coordination of Services
- ExCEL
- GATE Assessment
- Parent Project
- Professional Development
- Purchasing and Budgeting
- Standards Based Accountability
- Standards Based Curriculum Alignment
- Support of District Goals (literacy, mathematics, technology, etc.)
- Support and Monitoring of Program Improvement
- Teacher Support
- Title I Assessment

Measures

Not Applicable

People Assigned

- Business Services
- Instructional Services

Start Date - End Date

Funding Source	Description	Cost
EIA LEP Centralized Services	Centralized Services	$0.00
EIA SCE Centralized Services	Centralized Services	$0.00

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

State Funding Sources	Amount
EIA LEP - Limited English Proficient	$14,819.00
EIA SCE - State Compensatory Education	$22,814.00
Pupil Retention Block Grant	$25,000.00

District Funding Sources	Amount
EIA LEP Centralized Services	$0.00
EIA SCE Centralized Services	$0.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Alice Sauls	Community member	760-245-3658	
Arlene Hernandez	Student	760-680-6133	
Ryan Lacy	Student	760-488-1054	
Debbie Herrera	Adm secretary	760-244-6530	
Darlene Zeferjahn	Parent	760-221-6469	
Bryant Torres	Student	626-931-9930	
Mary Porras	Principal	760-244-6530	
Robbie Romero	Teacher	760-244-6530	
Susie Romero	Community member	760-953-1599	
Wendy Ball	Teacher/Chairperson	760-244-6530	
Willis Mayeda	Teacher	760-244-6530	
Tanalee Jackson	Teacher	760-255-6530	

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Approval Date

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

School Leadership team

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Mary Porras		
Typed Name of School Principal	Signature of School Principal	Date
Wendy Ball/Teacher		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Accountability Report Card

Reported for School Year 2010-11 Published During 2011-12

Canyon Ridge High School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
School Name	Canyon Ridge High School	**District Name**	Hesperia Unified
Street	12850 Muscatel Street	**Phone Number**	(760) 244-4411
City, State, Zip	Hesperia, CA 92345	**Web Site**	www.hesperiausd.org
Phone Number	(760) 244-6530	**Superintendent**	Mark McKinney
Principal	Mary Porras	**E-mail Address**	mark.mckinney@hesperiausd.org
E-mail Address	mary.porras@hesperiausd.org	**CDS Code**	36-75044-0115444

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

PRINCIPAL'S MESSAGE
Hello and welcome to Canyon Ridge High School, one of two continuation high schools in the Hesperia Unified School District. Canyon Ridge High School was opened during the 2007-2008 school year to meet the unique needs of students who had fallen behind in credits and needed another opportunity to be successful in high school and beyond.
The document you are reading is Canyon Ridge High's School Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual report that fulfills state and federal disclosure requirements. In this report, parents and guardians will find valuable information about our academic achievement, professional staff, curricular programs, classroom environment and the condition of facilities. To fully experience the magic of Canyon Ridge High, however, it would be necessary to actually spend time on our unique campus.
Canyon Ridge High School students attend school full-time and are expected to complete the same requirements for graduation as all other students in the district. In addition, all of our students must pass both parts of the California High School Exit Exam (CAHSEE) in order to earn a high school diploma.

The teaching staff is working hard to make certain that all students receive a comprehensive, rigorous and relevant education. Many hands-on, active learning approaches are utilized, including Marzano strategies, Thinking Maps and Write for the Future.
Canyon Ridge's mission is to promote opportunities for personal insight and growth, improved social skills, and academic achievement. Our vehicle of support is the genuine relationship between students and staff through which all students learn that life changing attitudes make a positive and productive future.
We believe Canyon Ridge High offers a unique high school experience. We hope you will take the time to review this document and perhaps visit our school in the future.

SCHOOL MISSION STATEMENT
Teach students to dream. Keep them safe, give them hope, challenge their minds and hearts...NEVER GIVE UP!

SCHOOL PROFILE
Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools, 2 choice schools, 3 middle schools, 3 comprehensive high schools, 2 continuation high schools, 1 alternative school, grades K-12, 1 community day school and 6 charter schools.
Canyon Ridge High is one of the district's continuation high schools located in the west area of Hesperia and serves students in grades nine through twelve. Students who attend Canyon Ridge High are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options. During the 2010-2011 school year, Canyon Ridge had 218 students enrolled.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:		Contact Person Phone Number:	760-244-6530

Parents are required to attend orientation and are encouraged to chaperone or attend school field trips and events and participate in the decision-making process through school committees. The School Site Council (SSC), Parent Coordinating Council (PCC), English Language Advisory Council (ELAC), and Open House provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may call (760) 244-6530.
Regular school-to-home communication about current events, tutoring, athletics, counseling, and school activities can be found in the monthly newsletter and on the school's website at www.hesperiausd.org/canyonridge. The newsletter is published by Canyon Ridge High's students and contains information on school activities, events, and important dates. Special monthly announcements are provided in fliers that are sent home with students. Monthly parent/teacher/student conferences are held to keep parents connected to the school and their student's progress. All school communications are published in both English and Spanish.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	1
Grade 3		Grade 10	9
Grade 4		Grade 11	79
Grade 5		Grade 12	129
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	218

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.80%	Two or More Races	1.40%
American Indian or Alaska Native	0.90%	White (not Hispanic)	17.00%
Asian	0.50%	Socioeconomically Disadvantaged	89.00%
Filipino	0.50%	English Learners	29.80%
Hispanic or Latino	66.50%	Students with Disabilities	6.40%
Pacific Islander	0.00%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.2	1	9	1	--	--	--	--	19.4	11	3	0
Mathematics	22.0	7	3	0	--	--	--	--	17.5	9	2	0
Science	27.8	0	8	0	--	--	--	--	17.5	9	1	0
Social Science	23.2	3	7	0	--	--	--	--	18.6	11	3	0

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

The Comprehensive School Site Safety Plan was developed for Canyon Ridge High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school staff took place in August 2010. Staff training to discuss staff responsibilities and safety plan updates took place during a staff meeting. A copy of the school site safety plan may be obtained at Canyon Ridge High's main office or the Hesperia Unified School District office.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	119.38	124.15	142.20	23.93	24.50	20.13
Expulsions	2.64	4.35	2.29	0.71	0.69	0.50

Date School Safety Plan last reviewed: August 2010

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

SCHOOL FACILITIES
Canyon Ridge High provides a safe clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 2005; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. The campus is comprised of:

Acreage = .25
Square Footage = 4,800
Number of Permanent Classrooms = 0
Number of Portable Classrooms = 18
Number of Restrooms (student use) = 1 set
Cafeteria/Multipurpose Room = 1

CAMPUS SUPERVISION
One campus aide and school administrator supervise students as they enter the campus each morning. Once students arrive, they may not leave at any time during the school day except in case of an emergency or with prior administrative approval. The campus aide and administrator monitor behavior while students travel from class to class and during the nutrition and lunch periods. When students are released for the day, the campus aide and administrator ensure students leave campus safely. The district's police department coordinates with Canyon Ridge High in order to maintain a safe, secure, and peaceful campus. Officers are available to help students with problems involving family, drugs, and personal issues. Any student who commits a serious violation, i.e., fighting is subject to arrest, citation, and referral to the Juvenile Probation Office.

CAMPUS MAINTENANCE
The custodial staff and district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principal meets when necessary with custodians to discuss cleaning schedules, processes, custodial needs, maintenance issues and special projects; hand-held radios enhance two-way communication efforts and help facilitate an immediate response to urgent situations.

Canyon Ridge's custodial staff is comprised of one full-time lead custodian and one part-time evening custodian. Every morning before school begins; the lead custodian inspects facilities for safety hazards, graffiti, or other conditions that need attention prior to students and staff entering school grounds. As part of his regular duties, the custodian ensures campus grounds, restrooms, classrooms, and office areas are kept clean throughout the school day. The evening custodian cleans restrooms and campus childcare facilities. When necessary, the lead custodian sets up and takes down furniture and equipment for afternoon and evening events.

Canyon Ridge High works closely with the district's Maintenance and Operations (M & O) department for larger projects, routine facilities maintenance projects, and school inspections. The Maintenance and Operations department employs a work order process that enables Canyon Ridge High to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the district budgeted $673,464 for the deferred maintenance program. This represents .4 percent of the district's general fund budget.

Planned Improvements (School Year 2011-2012)

DEFERRED MAINTENANCE
Hesperia Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Canyon Ridge High received paint, flooring, HVAC and miscellaneous repairs in the amount of $12,915.

School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds	X			

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 7/28/2010
Completion date of inspection form: 7/28/2010

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

	School			District
Teachers	**2008-09**	**2009-10**	**2010-11**	**2010-11**
With Full Credential	10	12	11	789
Without Full Credential	1	0	0	26
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	--	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
This School	100.00%	0.00%
All Schools in District	99.81%	0.19%
High-Poverty Schools in District	99.81%	0.19%
Low-Poverty Schools in District	0.00%	0.00%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	218
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	0.00	--
Psychologist	0.00	--
Social Worker	0.00	--
Nurse	0.00	--
Speech/Language/Hearing Specialist	0.00	--
Resource Specialist (non-teaching)	0.00	--
Other	0.00	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board. In September 2010, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2010/11-3 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11, inclusive.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Canyon Ridge did not have any textbook insufficiencies.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Scholastic: Scholastic Spelling	2001
English-Language Arts	National Textbook Co.: Public Speaking 3rd Edition	2001
English-Language Arts	McDougal Littell: Language of Literature	2002
English-Language Arts	Sadler/Oxford: Vocabulary Workshop	2001
History-Social Science	Houghton Mifflin: The American Pageant 13th Edition	2006
History-Social Science	McDougal Littell: Modern Wrld History-Patterns of Interaction	2006
History-Social Science	McDougal Littell: The Americans-Reconstruct	2006
History-Social Science	Thomas/South-Western: Economics Principles & Policies	2006
History-Social Science	Glencoe: Economics - Principles and Practices	2006
History-Social Science	Woth Publishers: Exploring Psychology 6th Edition	2006
History-Social Science	Pearson: Civilization in the West	2006
History-Social Science	McDougal Littell: American Government, Student Handbook	2001
Mathematics	Prentice Hall: Informal Geometry	2001
Mathematics	Venture Publishing: Calculus Concepts & Calculators 2nd Edition	2005
Mathematics	Larson, Hostetler, Edwards 2008: Pre Calculus with Limits, Fifth Ed.	2008
Mathematics	Lial, Greenwell, Ritchey 2008: Finite Mathematics	2008
Mathematics	Prentice Hall 2009: California Algebra Readiness	2009
Mathematics	Advantage Learning: Accelerated Math	2001
Mathematics	D. C. Heath: Algebra 1 Integrated Approach	2001
Mathematics	Pearson Education: Elementary Statistics 9th Edition	2004
Mathematics	Prentice Hall 2009:California Pre-Algebra	2009
Mathematics	Prentice Hall 2008: California Algebra 2	2008
Mathematics	D. C. Heath: Calculus	N/A
Mathematics	Prentice Hall 2008: California Geometry	2008
Mathematics	D. C. Heath 1995: Algebra II Integrated Approach	2001
Mathematics	Prentice Hall: Advanced Mathematics	N/A

Mathematics	D. C. Heath: Geometry	2001
Mathematics	Holt Rinehart: Intro to Algebra	N/A
Mathematics	Prentice All 2009: California Algebra 1	2009
Science	Prentice Hall: Chemistry	2007
Science	McGraw Hill: Hole's Essentials of Human Anatomy	2007
Science	Holt: Physics	2007
Science	Prentice Hall: Earth Science	2007
Science	Glencoe: Biology	2007
Science	CPO: Integrated Science	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: September 2011

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$10,229.43	$8,528.89	$1,700.55	$61,784.00
District	--	--	$7,441.00	$65,038.00
Percent Difference - School and District	--	--	-337.56 %	-5.27 %
State	--	--	$5,455.00	$67,667.00
Percent Difference - School and State	--	--	-220.78 %	-9.52 %

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

Drug/Alcohol/Tobacco Education
Economic Impact Aid
Instructional Materials
Special Education
School Library Block Grant
Tenth Grade Counseling
Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$42,706.00	$41,035.00
Mid-Range Teacher Salary	$67,677.00	$65,412.00
Highest Teacher Salary	$85,413.00	$84,837.00
Average Principal Salary (Elementary)	$108,340.00	$106,217.00
Average Principal Salary (Middle)	$111,336.00	$111,763.00
Average Principal Salary (High)	$129,233.00	$121,538.00
Superintendent Salary	$161,078.00	$197,275.00
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov">http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	6%	7%	11%	42%	45%	47%	50%	52%	54%
Mathematics	3%	3%	3%	38%	38%	40%	46%	48%	50%
Science	3%	7%	4%	40%	47%	49%	50%	53%	56%
History-Social Science	10%	5%	8%	31%	37%	38%	41%	44%	48%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0%	0%	0%	6%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	11%	4%	4%	8%
Pacific Islander				
Two or More Races	0%	0%	0%	0%
White (not Hispanic)	16%	3%	0%	8%
Male	12%	5%	3%	11%
Female	9%	0%	8%	2%
Economically Disadvantaged	9%	3%	5%	7%
English Learners	4%	4%	0%	5%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at http://cahsee.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	17.0%	8.0%	7.0%	40.0%	41.0%	45.0%	52.0%	54.0%	59.0%
Mathematics	7.0%	4.0%	5.0%	42.0%	45.0%	53.0%	53.0%	54.0%	56.0%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	93.0%	2.0%	5.0%	95.0%	5.0%	0.0%
African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	96.0%	0.0%	4.0%	92.0%	8.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White (not Hispanic)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	94.0%	3.0%	3.0%	97.0%	3.0%	0.0%
Female	91.0%	0.0%	9.0%	91.0%	9.0%	0.0%
Economically Disadvantaged	94.0%	0.0%	6.0%	94.0%	6.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	--	1	1
Similar Schools	--	--	--

API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	62	566	15,325	754	4,683,676	778	B	19	-52
African American	10	--	1,156	692	317,856	696	--	--	--
American Indian or Alaska Native	1	--	89	723	33,774	733	--	--	--
Asian	0	--	179	866	398,869	898	--	--	--
Filipino	0	--	76	849	123,245	859	--	--	--
Hispanic or Latino	37	558	9,258	737	2,406,749	729	--	--	--
Pacific Islander	0	--	64	804	26,953	764	--	--	--
Two or More Races	0	--	9	--	76,766	836	N/D	--	--
White (not Hispanic)	14	594	4,489	799	1,258,831	845	--	--	--
Socioeconomically Disadvantaged	46	561	10,741	731	2,731,843	726	--	--	--
English Learners	24	553	3,750	690	1,521,844	707	--	--	--
Students with Disabilities	3	--	1,353	546	521,815	595	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
• Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	No	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		2005
Year in Program Improvement		3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		38.7%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.00%	0.00%	13.50%	4.70%	5.50%	3.90%	4.90%	5.70%	4.60%
Graduation Rate	--	--	75.00%	74.80%	73.68%	81.73%	80.21%	78.59%	80.44%

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2010-11 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	School	District	State
All Students	100.00%	100.00%	n/a
African American	0.14%	8.18%	n/a
American Indian or Alaska Native	--	0.65%	n/a
Asian	0.02%	1.83%	n/a
Filipino	--	--	n/a
Hispanic or Latino	68.42%	53.96%	n/a
Pacific Islander	--	0.39%	n/a
Two or More Races	--	0.26%	n/a
White	15.79%	34.73%	n/a
Socioeconomically Disadvantaged	--	--	n/a
English Learners	--	--	n/a
Students with Disabilities	--	--	n/a

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Automotive Systems, Child Care Occupations, Cosmetology AEC, Customer Service Occupations, Dental Assistant:
Digital Design, EKG Monitor Technician, Emergency First Responder, Fire Technology, Graphic Communications, Health Careers: Introduction, Law Enforcement, Medical Records Specialist, Medical Terminology, Nail Care – Manicuring, Nursing Careers: Introduction, Office Technology, Restaurant Occupations Sports Therapy & Fitness, Website Design.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California and/or California State University Admission (School Year 2010-11)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	84.2%

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	--
English	0	--
Fine and Performing Arts	0	--
Foreign Language	0	--
Mathematics	0	--
Science	0	--
Social Science	0	--
All Courses	0	0.00%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All professional development activities in Hesperia Unified School District revolve around the California State Content Standards and Frameworks and are research-based.
The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2010-11 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district benchmark assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	1	1	0

Canyon Ridge High School

2012-2013 Budget by Funding Source

Total Plan Budget: $62,633.00

Total Plan Expenditures: $62,633.00

Funding Source: EIA LEP - Limited English Proficient **Resource Code: 7091**

Goal	Amount Available	Expenditures	Amount Remaining
	$14,819.00		**$0.00**
Improve ELAC and Parent Involvement Groups		$200.00	
Improve ELAC and Parent Involvement Groups		$200.00	
Improve ELAC and Parent Involvement Groups		$300.00	
Increase Science and Social Science Skills of EL Students		$2,950.00	
Increase Science and Social Science Skills of EL Students		$2,870.00	
Increase Science and Social Science Skills of EL Students		$299.00	
Increase Science and Social Science Skills of EL Students		$1,000.00	
Increase Science and Social Science Skills of EL Students		$7,000.00	

Funding Source: EIA SCE - State Compensatory Education **Resource Code: 7090**

Goal	Amount Available	Expenditures	Amount Remaining
	$22,814.00		**$0.00**
Increase Staff Development		$4,400.00	
Increase Staff Development		$600.00	
Recognize Student Achievement and Attendance		$1,200.00	
Recognize Student Achievement and Attendance		$1,000.00	
Improve ELAC and Parent Involvement Groups		$200.00	
To improve ELA and Math Proficiency		$500.00	
To improve ELA and Math Proficiency		$514.00	
Increase Technology		$5,600.00	
Increase Technology		$8,800.00	

Canyon Ridge High School

2012-2013 Budget by Funding Source

Funding Source: Pupil Retention Block Grant **Resource Code: (7390)**

Goal	Amount Available	Expenditures	Amount Remaining
	$25,000.00		**$0.00**
Increase Staff Development		$500.00	
Positive Learning Environment		$1,000.00	
Positive Learning Environment		$500.00	
Recognize Student Achievement and Attendance		$1,500.00	
To improve ELA and Math Proficiency		$500.00	
To improve ELA and Math Proficiency		$1,550.00	
To improve ELA and Math Proficiency		$3,000.00	
To improve ELA and Math Proficiency		$500.00	
To improve ELA and Math Proficiency		$12,000.00	
To improve ELA and Math Proficiency		$1,000.00	
To improve ELA and Math Proficiency		$1,450.00	
Increase Technology		$1,500.00	

CANYON RIDGE HIGH SCHOOL
STUDENT CALENDAR 2012-2013

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	**FD**	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	**%**	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	**H**	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**%**	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	**M**	13
14	**H**	16	17	18	19	20
21	22	23	24	25	**%**	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	**H**	13	14	15	**%**	17
18	**H**	**H**	**H**	**H**	**H**	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	**%**	**H**	22
23	**H**	**H**	**H**	**H**	**H**	29
30	**H**					

JANUARY

S	M	T	W	T	F	S
		H	**H**	**H**	**H**	5
6	**H**	**H**	**H**	**H**	**H**	12
13	14	15	16	17	18	19
20	**H**	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	**%**	9
10	**H**	12	13	14	15	16
17	**H**	19	20	21	22	23
24	25	26	27	28		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	**%M**	16
17	**H**	**H**	**H**	**H**	**H**	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	**%**	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	**S**	25
26	**H**	28	29	**%**	31	

Legend

FD = First Day of School
% = Last Day of Grading Period
H = Holiday / No School
S = Possible Snow Day
M = Minimum Day

Grading Periods

1. Aug 13 - Aug 31 15 Days
2. Sept 4 - Sept 28 19 Days
3. Oct 1 - Oct 26 19 Days
4. Oct 29 - Nov 16 19 Days
5. Nov 26 - Dec 20 19 Days
6. Jan 14 - Feb 8 19 Days
7. Feb 12 - Mar 15 23 Days
8. Mar 25 - Apr 26 25 Days
9. Apr 29 - May 30 22 Days

CANYON RIDGE HIGH SCHOOL - CREDIT FORM

NAME	GRADE:
EXPECTED TRANSFER DATE & PLACE:	EXPECTED GRAD DATE:

ENGLISH 40 CREDITS

ENGLISH I	10	9	8	7	6	5	4	3	2	1
ENGLISH II	10	9	8	7	6	5	4	3	2	1
ENGLISH III	10	9	8	7	6	5	4	3	2	1
ENGLISH IV	10	9	8	7	6	5	4	3	2	1

MATHEMATICS 20 CREDITS

ALGEBRA										GEOMETRY									
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

ALL OTHER MATH CREDITS BELOW ALGEBRA 1 WILL BE COUNTED AS ELECTIVE CREDIT

SOCIAL STUDIES 30 CREDITS

WORLD HISTORY/CULTURE/GEOGRAPHY	10	9	8	7	6	5	4	3	2	1
US HISTORY	10	9	8	7	6	5	4	3	2	1
AMERICAN GOVT	5	4	3	2	1					
ECONOMICS	5	4	3	2	1					

SCIENCE 30 CREDITS

BIOLOGICAL SCIENCE	10	9	8	7	6	5	4	3	2	1
PHYSICAL SCIENCE	10	9	8	7	6	5	4	3	2	1
BIO/PHY SCIENCE	10	9	8	7	6	5	4	3	2	1

PHYSICAL EDUCATION 20 CREDITS

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

FINE ART / FOREIGN LANG 10 CREDITS *FINE ART AND FOREIGN LANGUAGE CAN NOT BE COMBINED

10	9	8	7	6	5	4	3	2	1

ELECTIVES 70 CREDITS

70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1										

MINIMUM OF 220 CREDITS TO GRADUATE
AND CAHSEE (BOTH PORTIONS) MUST BE PASSED FOR DIPLOMA

Canyon Ridge High School
Student Educational Plan

Name:_____ Date:_____

Grade:_____ Grad Year:_____

_____ Credits Required for Graduation

_____ Credits Earned to Date

_____ Credits Needed to Graduate

_____ Credits per Grading Period to Graduate:_____

Student wants to graduate from:_____ High School.

_____ Credits needed each Grading Period @ CRHS to return to

HHS/OHHS/SHS in _____ to Graduate:_____.

*****You must have _____ total credits to return to HHS/OHHS/SHS

as a _____.

Post Graduate Plans:_____

CA High School Exit Exam (Required for Diploma):

Language Arts:	Passed	Needed
Math:	Passed	Needed

_____ _____ _____ _____
Student Signature Date Counselor Signature Date

_____I understand that if I do not pass the CAHSEE before completing my graduation requirements, I can have up to 2 years after I leave high school to try to pass it. If you wish to take the CAHSEE after graduating from CRHS, please contact HUSD Adult Education at (760) 244-1771 x 110.

Bell Schedule

Regular Schedule 2012-2013

MONDAY • TUESDAY • THURSDAY • FRIDAY

First Bell	7:50AM	
Period 1	7:55AM - 8:55AM	(60 min.)
Break	8:55AM - 9:10AM	(15 min.)
Period 2	9:15AM - 10:14AM	(59 min.)
Period 3	10:19AM - 11:18AM	(59 min.)
Lunch	11:18AM - 11:48AM	(30 min.)
Period 4	11:53AM - 12:53PM	(60 min.)
Period 5	12:58PM - 1:57PM	(59 min.)

Buses Leave at 2:05PM

Period 6 (Teacher Prep)	1:57PM - 2:52PM	(55 min.)

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS

Bell Schedule

2012-2013 Late Start Wednesday

First Bell	8:35AM	
Period 1	8:40AM - 9:31AM	(51 min.)
Break	9:31AM - 9:46AM	(15 min.)
Period 2	9:51AM - 10:41AM	(51 min.)
Period 3	10:46AM - 11:37AM	(51 min.)
Lunch	11:37AM - 12:07PM	(30 min.)
Period 4	12:12PM - 1:03PM	(51 min.)
Period 5	1:08PM - 1:59PM	(51 min.)

Buses Leave at 2:05PM

Period 6 (Teacher Prep)	1:59PM	2:52PM	(53 min.)

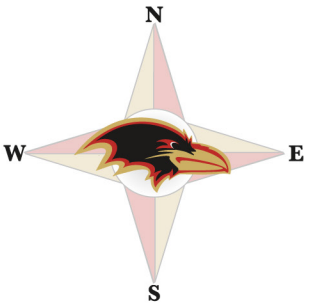
CANYON RIDGE
EST. 2007
Hesperia Unified School District
RAVENS

CANYON RIDGE

EST. 2007

Hesperia Unified School District

RAVENS



STORAGE

KITCHEN

CAFE

EXIT

RR | RR
C | C
RR | RR

OUTDOOR EATING AREA

9 | RR | 10
WR

15 | WR | 16
WR

7 | WR | 8
WR

21 | WR | 22
WR

17 | WR | 18
WR

13 | WR | 14
WR

5 | WR | 6
WR

20 | WR | 19
WR

RR | BR | SUPPLY
HEALTH | PRINCIPAL
COUNSELOR OFFICE | OFFICE | AP

ELECTRIC BOX

LIBRARY/ MEDIA CENTER

RR | 4
RR | RR | C

1 | WR
2

ELECTRIC BOX

CANYON RIDGE HIGH SCHOOL

12850 MUSCATEL STREET • HESPERIA, CA 92345 • (760) 244-6530