

**CANYON RIDGE HIGH SCHOOL**

# Mid-Cycle Progress Report

---

2015-2016

**Scott Ahlgren, Principal**

**April 11, 2016**

**Submitted to the Accrediting Commission for Secondary Schools  
of the Western Association of Schools and Colleges**



## Contents

Chapter 1: Student/Community Profile—Data and Findings

Chapter 2: Significant School Changes and Developments

Chapter 3: Follow-up and Progress Report Development Process

Chapter 4: Progress on the Critical Areas for Follow-up within the Action Plan

Critical Area for Follow-up #1

Critical Area for Follow-up #2

Critical Area for Follow-up #3

Critical Area for Follow-up #4

## Chapter 1: Student/Community Profile—Data and Finding

### Community Background

Canyon Ridge High School (CRHS) is located in Hesperia, California. The community of Hesperia covers approximately 72 square miles. Residential, commercial, and industrial zoned property is available at prices comparatively lower than elsewhere in Southern California. 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.

Currently, Hesperia has a population of 92,147 which represents a decrease in population as the recession hurt home values and gas prices increased to hinder the long commutes of families that work in the Inland Empire and greater Los Angeles areas. It's estimated that as many as 50,000 High Desert residents commute to the Inland Empire/Los Angeles area for employment. 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 April 2015 unemployment rate for Hesperia was 8.3%, for San Bernardino County 6.1%, and the state of California 6.3%, according to the Bureau of Labor Statistics.

The population of Hesperia is 49% Hispanic, 41% Caucasian, 6% African American, and 4% other. The median income of households in Hesperia is \$44,158 while the median home cost is \$177,000. Canyon Ridge is surrounded by a housing tract community where there have been many foreclosures and multiple families living together.

Hesperia Unified School District 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 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. These criteria helped shape the schoolwide learner outcomes of Recover, Relate, and Regard. Recover lost units through a challenging standards-based curriculum and demonstrate measurable progress towards high school graduation. Relate well to peers and authority figures which will bring the skills necessary for self-directed lifelong learning by meeting established behavior and attendance expectations. Learn to Regard communication skills such as reading, writing, creative arts, speaking, and the use of technology as effective tools for lifelong learning.

### WASC Accreditation History

The WASC Initial Accreditation was conducted in December 2009. Canyon Ridge High School conducted the first full WASC accreditation in spring of 2013 which resulted in a six year accreditation with a one day visit scheduled for April 11, 2016.

### School Purpose

By focusing on the schoolwide learning outcomes of Regard, Relate, and Recover, Canyon Ridge's school environment challenges students to develop skills fostering 21st century competencies and preparing for college and careers undertakings. The staff is dedicated to the school's mission by promoting opportunities for personal insight and growth, improved social skills, and academic achievement through powerful teaching in small classes by a caring staff in a safe environment; promoting genuine relationships between the students and the school community where all students learn that life changing attitudes and overcoming obstacles make a positive and productive future; and through offering a connected and unique high school experience as a means to graduate from high school with a diploma.

### Status of School

Canyon Ridge operates with an administrative team that includes one principal and one vice principal. In addition to the administrative team there is one full time counselor who assists all student in creating their graduation plans and career choices.

Canyon Ridge is comprised of a veteran teaching staff who all have been in the educational field for more than eight years. In addition to their classroom experience all CRHS teachers hold EL certification and 8 have earned graduate degrees in the educational field. more highly qualified with clear credentials and EL certifications. Eight teachers have master's degrees. Canyon Ridge continues to work without other outside agencies such as the Desert Mountain SELPA to assist in dealing with its diverse student population. The Hesperia Unified School District has provided access to academic coaches as well as a school psychologist, a nurse, and a speech therapist that Canyon Ridge uses on a regular basis to maximize student success. The classified staff at CRHS includes 3 campus assistants, a day and night custodian, an instructional aide, a special education assistant, a library media specialist, 3 cafeteria workers, 2 school secretaries, a registrar, an attendance clerk, and ASB bookkeeper, and an administrative secretary.

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 students attend full time, 5 days a week. The average class size is 26 students or fewer. A creative approach to curriculum within courses allows students the opportunities to go above and beyond the core content and participate in additional electives. Other elective offerings include two Computer Business Applications ROP classes as well as Yearbook, Photography, Web Design, Introduction to STEM and Robotics and Video Productions. Along with the traditional classroom courses, CRHS offers online education through

Odysseyware. This allows students the opportunity to earn core content units as well as other elective units not offered on site.

The current CRHS administrative team values and promotes an open approach to creating a positive learning environment for both the students and staff. As the leadership team is comprised of the entire staff, CRHS is able to move quickly in addressing challenges and unforeseen obstacles. The district has an active DLAC committee and all schools including Canyon Ridge have functioning School Site Councils and ELAC committees where parents are able to provide needed input and direction relating to school decision making. However, parent involvement serving on committees is lacking as most parents are concentrated on their student(s). While Canyon Ridge does not have an active parent club, parents support special events by meeting a variety of needs as they arise. The students are also served by community organizations such as:

- Youth in Government Day
- High Desert Alternative Athletic Association (Football, Softball, Soccer)
- Rotary International
- Kiwanis Club
- Fire and Sheriff explorer programs
- Local church youth groups
- San Bernardino County Student Advisory Panel

### Schoolwide Title I

Canyon Ridge High School became a Title I school in 2014-15 school year. With the additional resources provided by the District through Title I funding, the key school-wide Title I elements are as follows:

Goal #1: Increase academic achievement school-wide, thereby increasing graduation rates through programs/services, professional development for staff, and technology

Goal #2: Improve and increase parent involvement/participation

Goal #3: Recognize student achievement and attendance in a safe environment

### Enrollment Data

Canyon Ridge High School's average enrollment is 200 of the district's approximately 21,000 students. Canyon Ridge has a diverse student population that changes regularly due to a high mobility rate as students transfer back to their home school or move out of the area. Currently, Canyon Ridge has 225 students, 83 female students, and 140

males. Nearly 81% qualify for free or reduced lunch, based on family income. Currently, the student population consists of: 68% Hispanic, 18% Caucasian, 11% African American and 3% other. Canyon Ridge has 66 (29%) students identified as English learners and 19 (8%) identified as Special Education.

### **Enrollment By Grade**

Canyon Ridge has a low number of 9th graders as students must be 16 years or older to attend. However, under special circumstances and CRHS administration approval a student under the age 16 may attend.

| <b>School Year</b> | <b>10th Grade</b> | <b>11th Grade</b> | <b>12th Grade</b> | <b>Total</b> |
|--------------------|-------------------|-------------------|-------------------|--------------|
| <b>2015-16</b>     | 9                 | 103               | 113               | 225          |
| <b>2014-15</b>     | 7                 | 103               | 112               | 205          |
| <b>2013-14</b>     | 15                | 91                | 103               | 209          |

### **Average Daily Attendance**

California state law requires all students under the age of 18 to attend school. It is difficult for students to earn credits if they are not present therefore we make attendance at top priority Canyon Ridge. The attendance office must verify and students must clear all absences within 72 hours unless there is a doctor's note. When students are absent, they may clear their attendance by either of the following methods: A) a telephone call from a parent or guardian to the attendance office on the day of the absence indicating the exact dates and periods of the absence and the reason for the absence, or B) a note signed by the parent indicating the exact dates and periods of the absence and the reason for the absence.

| <b>School Year</b> | <b>Attendance</b> |
|--------------------|-------------------|
| 2015-16            | 98%               |
| 2014-15            | 87%               |
| 2013-14            | 98%               |

## Tardiness

The location of Canyon Ridge in reference to the feeder comprehensive high schools requires that most students use district transportation to get to and from school. As a result, students only receive a consequence after receiving their fourth tardy of the grading period. The count of tardies resets at the end of each grading period. After eight tardies, the student may have an administrative/academic review with administration. The student's academic performance, discipline, and attendance will decide whether or not further action is to be taken.

| School Year | Tardies |
|-------------|---------|
| 2015-16     | 108     |
| 2014-15     | 206     |
| 2013-14     | 313     |

## Mobility Rates

Canyon Ridge has always taken great pride in servicing students and getting them back to their home comprehensive high school. (as indicated by mobility rates in 2013-14 & 2014-15) The past instructional focus at Canyon Ridge was more packet based and less about individual grade period units of focus. Currently, CRHS has moved beyond the world of packets and the teachers are aggressively building and implementing a 21st century curriculum. Students are now believing that there is more to be being a Raven than recovering lost credits. Administration at CRHS believe this is a direct connection to the relationships the teachers are creating and building with their students.

| School Year | Mobility Rate |
|-------------|---------------|
| 2015-16     | 131%          |
| 2014-15     | 384%          |
| 2013-14     | 358%          |

## Truancy Rates

The number of truanies on a daily basis is much higher today than it was in years past because of a change in what constitutes a student as being truant and how the district is reporting and responding to such changes. Consequences for truant students are clearly noted in the Canyon Ridge Student Handbook and the attendance clerk works to ensure that absent students have an approved reason for an absence prior to marking the student as truant. Many times students are classified as truant simply because they failed to have their parent clear and absence in a timely manner. Students who are habitual truants will often meet with administration in effort to find a method to eliminate such behavior to help curve the student from potentially earning SARB status.

| School Year | Truancy Rate |
|-------------|--------------|
| 2015-16     | 47%          |
| 2014-15     | 40%          |
| 2013-14     | 12%*         |

\*Department of Education

## [Suspensions/Expulsions](#)

The staff and administration take a great deal of pride in the learning environment and the relationships forged in the classroom. The current trend in student discipline shows a decline in the number of incidents and suspensions. During the 2014-15 school year CRHS was allocated an on-site police officer. The addition of a police officer on campus has allowed for the staff and administration to be proactive in response to possible situations. Unfortunately, the number of tobacco/drug and fighting related suspensions continues to be an area of concern. The following charts break down the data further.



### Suspensions by Offense

| Offense                 | 2013-14 | 2014-15 | 2015-16 |
|-------------------------|---------|---------|---------|
| Fighting 48900a1        | 33      | 36      | 16      |
| Theft                   | -       | 5       | -       |
| Weapon                  | 6       | 4       | -       |
| Substance/Paraphernalia | 25      | 34      | 11      |
| Harassment/Bullying     | 1       | 1       | -       |
| Profanity               | 20      | 4       | 2       |
| Disruption              | 111     | 68      | 17      |

### Expulsions by Offense

|                     | 2013-14 | 2014-15 | 2015-16 |
|---------------------|---------|---------|---------|
| Fighting            | 1       | 4       | 1       |
| Profanity           | 1       | -       |         |
| Weapon              | 4       | -       | -       |
| Substance           | -       | 7       | 3       |
| Harassment          | 2       | -       | -       |
| Disruption/Defiance | 2       | -       | -       |

### Language Proficiency

During the enrollment process at Canyon Ridge, students are asked to participate in districts home language survey. This survey provides the district and Canyon Ridge the preferred spoken language in the home. The results from the survey are mixed; traditionally, students have incorrectly filled out the survey or have chosen not to identify their specific home language which results in students not receiving the necessary support that CRHS and the district can provide them.

### 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 = 20

Square Footage = 37,760

Number of Permanent Classrooms = 0

Number of Portable Classrooms = 18

Number of Restrooms (student use) = 1 set

Cafeteria/Multipurpose Room = 1

### Campus Supervision

A school police officer, three campus aides, and school administrators 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. Campus aides and administrators monitor behavior during passing, nutrition, and lunch periods. Any time students are out of class during instruction they are escorted by a campus assistant. When students are released for the day, the campus aides and administrators ensure students leave campus safely. The district's police department coordinates with Canyon Ridge in order to maintain a safe, secure, and peaceful campus. A full-time officer is 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, out of school suspension, and possible 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 vice principal meets when necessary with custodians to discuss cleaning schedules, processes, custodial needs, maintenance issues and special projects.

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 facilities. When necessary, the lead custodian sets up and takes down furniture and equipment for afternoon and evening events.

Canyon Ridge 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 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.

### School-Wide Safety Plan

The Comprehensive School Site Safety Plan was developed for Canyon Ridge 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, to discuss responsibilities and safety plan updates, took place during pre-service meetings at the beginning of the 2015-16 school year. A copy of the school site safety plan may be obtained at Canyon Ridge's main office or the Hesperia Unified School District office.

### Staff Development

Site-based staff development occurs during monthly staff meetings as well as during Wednesday's Collaboration schedule and is presented by Canyon Ridge staff and invited guests and Teachers on Assignment (TOAs). Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Classified support staff receive job-related training from department supervisors and district representatives.

Decisions concerning selection of staff development activities at the site level are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers meet daily to conduct data analysis to identify areas of need and to look at a multidisciplinary approach to improve student learning. Training and curriculum development activities at Canyon Ridge revolve around the implementation of New State Standards (CCSS), Next Generation Science standards (NGSS), and establishing a media literacy approach to a 21st century learning environment.

In addition to these efforts, administration is committed to providing the CRHS staff access to current trends in education. By encouraging each teacher to attend a conference connected to their course of study regularly, teachers have the ability to saturate their content area knowledge and triangulate curriculum, with instructional practice, and the most recent educational research to improve the performance of both teaching and learning for teachers and students.

Recent staff development activities in which Canyon Ridge staff have participated in during the past three years include the following:

- CCSS Implementation (CART Trainings- Curriculum Articulation Team Training)
  - o DOK
  - o HESS Cognitive Rigor Matrix
  - o 4C's- Communication, Creativity, Collaboration, Critical Thinking
- Write for the Future
- Ruby Payne
- Curriculum / Single Assessment Calibration
- Professional Learning Communities Trainings
- Project Based Learning

- Integrated Math
- Blended Learning
- Expository Writing Training
- Units of Study
- Google / Chromebook
- Web 2.0- SAMR (Substitution,
- CUE- Computers Using Educations
- National History Conference
- California Art Conference
- ISTE
- Document Based Question (DBQ) training
- Naviance Implementation training
- Transforming School Culture presentation
- 

### Student Performance Data

#### California High School Exit Exam

With the suspension of the California High School Exit Exam, the data available to the school at this time is irrelevant. It is of limited use only allowing the school to reflect where it was and devise a direction of change for the forthcoming California Assessment of Student Performance and Progress (CAASPP). As students at Canyon Ridge achieve the schoolwide learning outcomes of Recover, Regard, and Relate, the past data has given Canyon Ridge staff the ability to develop internal measures such as the Needs Literacy Assessment as well as district single assessments to evaluate student learning and indicate progress toward an increase in college- and career-readiness.

#### **2013-2014 CAHSEE Data**

| Subject | Student Count | Valid Count | Pass     | No Pass  |
|---------|---------------|-------------|----------|----------|
| ELA     | 69            | 61          | 38 (62%) | 23 (38%) |
| Math    | 69            | 62          | 41 (66%) | 21 (34%) |

#### **2014-2015 CAHSEE Data**

| Subject (14/15) | Student Count | Valid Count | Pass     | No Pass  |
|-----------------|---------------|-------------|----------|----------|
| ELA             | 146           | 129         | 71 (55%) | 58 (45%) |
| Math            | 146           | 125         | 64 (51%) | 61 (49%) |

### 2015-2016 CAHSEE Data

| Subject | Student Count | Valid Count | Pass | No Pass |
|---------|---------------|-------------|------|---------|
| ELA     | NA            | NA          | NA   | NA      |
| Math    | NA            | NA          | NA   | NA      |

In the past three years CRHS has experienced many changes in regards to student performance data. During the 2013-14 school year, students at Canyon Ridge participated in the California High School Exit Exam. During that year CRHS implemented CAHSEE Boot Camps and saw students pass the ELA portion at 61% and the math at 65%. The following school year students again participated in the CAHSEE Boot Camps and passed at a rate of 55% and 51% respectively. Due to state legislation, students in the 2015-2016 school year were no longer required to pass the exit exam in order to graduate high school.

### [California Standards Test \(CST\)/Annual Yearly progress \(AYP\)](#)

Traditionally, enrollment at Canyon Ridge is fluid in that a large number of students exit CRHS at the end of each semester. Consequently, this affects the instructional process because students often receive very little instruction from Canyon Ridge teachers prior to taking the California Standards Tests (CST). Thus, previous CST results showed half the student population performed Below Basic and Far Below Basic in English Language Arts. CST data in mathematics (including General, Algebra, and Geometry) indicated the same trend. It is important to note that many of these students only began attending Canyon Ridge a short amount of time prior to the test. In regards to Annual Yearly Progress, Canyon Ridge met its growth target in five out of six criteria with the exception of AMO English Language Arts.

| Year | Number of Students | Advanced | Proficient | Basic | Below Basic | Far Below Basic |
|------|--------------------|----------|------------|-------|-------------|-----------------|
|------|--------------------|----------|------------|-------|-------------|-----------------|

|       |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| 13-14 | 98 | 0  | 11 | 17 | 33 | 37 |
| 14-15 | NA | NA | NA | NA | NA | NA |
| 15-16 | NA | NA | NA | NA | NA | NA |

### California Assessment of Student Performance and Progress (CAASPP)

The 2013-2014 school year was a baseline year for the newly implemented Smarter Balanced Assessment Consortium (SBAC) which is now identified as the California Assessment of Student Performance and Progress (CAASPP). The results from the 2014-15 CAASPP in Math and English Language Arts have been instrumental in helping Canyon Ridge to develop curriculum and instructional approaches that align with the new state standards. This has assisted the staff in identifying literacy as the essential skill necessary for 21st century learning.

### California Assessment Student Performance Progress Results

\*The results below reflect only the outcome of the assessments of eleventh grade students:

|      | Number of Students Enrolled | Number of Students Tested | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|------|-----------------------------|---------------------------|-------------------|--------------|---------------------|------------------|
| ELA  | 103                         | 100                       | 1                 | 22           | 47                  | 30               |
| Math | 103                         | 99                        | 0                 | 0            | 9                   | 90               |

The Hesperia Unified School District is currently in the process of changing from a traditional math pathway to an integrated pathway. Canyon Ridge is actively participating in this process. CRHS administration and math staff have participated in district curriculum presentations and attended secondary math textbook adoption presentations in order to be adequately prepared for this transition.

### California English Language Development Test (CELDT)

Each year, the population of students at Canyon Ridge High School changes dramatically which includes our English Learners. Administration and the counseling office consistently struggle to have new enrollments to efficiently complete the Hesperia

Unified School District's home language survey. As a result, students are sometimes mis-identified as English Learners. Results from the 2014-2015 CELDT test are as follows:

### CELDT (All Assessment) Results

\*CELDT results were only calculated for 11th and 12th grade students

| Grade | Advanced | Early Advanced | Intermediate | Early Intermediate | Beginning | Number Tested |
|-------|----------|----------------|--------------|--------------------|-----------|---------------|
| 11th  | 0        | 3              | 7            | 2                  | 3         | 15            |
| 12th  | 4        | 6              | 4            | 2                  | 0         | 16            |
| Total | 4        | 9              | 11           | 4                  | 3         | 31            |

The overall CELDT results for Canyon Ridge students indicate that most Raven students score at the Intermediate level or higher. Due to the fluidity of Canyon Ridge, students generally aren't enrolled for multiple years and therefore using CELDT data is difficult. Prior to the 2014-2015 school year Canyon Ridge had implemented and FLARE program designed to assist English Learners in developing the academic skills to be successful. Due to poor attendance the program has since been dissolved.

### Student Completion

Students come to Canyon Ridge for two reasons: to graduate or to get caught up on credits so that they can return to their home schools to graduate. One measure of Canyon Ridge success is its ability to individualize and address a student's needs. The staff and administration take great pride in building positive relationships with students.

| School Year | Graduates / Cert. of Completion | Transfer to Comprehensive High School | Transfer to MHS/SRS | Expelled | Dropouts |
|-------------|---------------------------------|---------------------------------------|---------------------|----------|----------|
| 2015-16     | 5                               | 24                                    | 18                  | 2        | 12       |
| 2014-15     | 63/4                            | 47                                    | 30                  | 10       | 27       |
| 2013-14     | 82/3                            | 47                                    | 44                  | 7        | 17       |



## Chapter 2: Significant School Changes and Developments

### Change in Staffing

In the past three years Canyon Ridge has experienced significant changes in its administration and teaching staff. During the 2015-2016 school year, Scott Ahlgren who was served as Vice Principal for more than three year is now serving as the Principal filling the spot vacated by the retirement of long time principal Mary Porras. Danny Polmounter has come over to Canyon Ridge after three plus years as a vice principal at Sultana High School to fill the void. Canyon Ridge is excited to bring in a young administrator who has experience in both the student discipline and ASB offices. Prior to the change in administration, at the start of the 2013-2014 school year, Canyon Ridge welcomed the addition of four teachers who were new to the continuation high school setting. Jason Kleber joined the English department after several successful years at the comprehensive sites and brought a wealth of experience including video productions. Dennis Canady improved our Social Science department and his versatility is well documented as he has been an elementary, middle school and is now a high school teacher. Bethany Vaughn took on the role as the sole teacher in the Physical Education department and immediately brought life into a stale program. Lastly, Canyon Ridge brought in an experienced science teacher with an extensive background in agriculture and life sciences who also has a credential in counseling.

As a whole, Canyon Ridge has positioned itself through staffing and recent hires has established the experience necessary to provide a safe, productive learning environment for today's student.

### 21st Century Skills that Allow Students to Recover Relate and Regard

In an increasingly complex, demanding and competitive world, Canyon Ridge must prepare students to go above and beyond to be successful in the 21st Century. Canyon Ridge's administration and staff worked together to provide clarity, direct the actions of the learning process, develop accurate measures of accountability, and lead by doing. In order to meet the challenges of teaching 21st century skills, curriculum, instruction, and assessment must be implemented in tandem. Skills and knowledge are not separate, but intertwined. Canyon Ridge developed a deliberate process for deliberate results that fosters, advances, and empowers educators to meet the challenge of delivering content and skills in a rich way that genuinely improve outcomes for students.

Canyon Ridge's collaboration affords teachers the vital time to prepare, evaluate, and refine instruction providing students a more authentic and relevant learning experience. Professional Learning Communities are vehicle to provide a system of support to ensure practical application of new standards shifting to college and career readiness. By focusing on 21st century skills: critical thinking, collaboration, communication, and

creativity, Canyon Ridge has shifted from sage on the stage, giving answers, checking boxes, and using worksheets, to a classroom atmosphere that promotes strategic thinking and instills a depth of knowledge. Canyon Ridge culture encourages innovation, experimentation, and continuous improvement by creating a common vision, supportive climate, the time to collaborate and reinforce Recover, Relate, and Regard.

Canyon Ridge serves students through the development of media literacy skills that engage students in the learning process and offers opportunities that go beyond the school. This living process is sustainable through collaboration which shows teachers' commitment to the process and allows for flexibility to meet diverse student needs.

The outcomes developed by teachers will impact students by infusing 21st century skills, ensuring high quality instruction, more stakeholder involvement, and higher percentages of students improving in reading, writing, math, and ultimately decreasing the achievement gap.

### Local Control Accountability Plan

The proposed Local Control and Accountability Plan (LCAP) represents the fiscal prudence and beliefs in the equitable investments necessary to support the stakeholders of Hesperia Unified School District, which includes aligning the existing LCAP, the strategic goals of HUSD, and the funding provided by the Local Control Funding Formula (LCFF).

1. To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.
2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.
3. To involve our parents, families, and community stakeholders as direct partners in the education of all students.

Expenditures have to be tied to the above goals and to an area of State Priority with regular reports to the Governing Board.

The LCAP is designed to provide school districts and their communities with more local control and make it easier to respond to the needs of their students. At the same, the LCAP makes school districts more accountable to provide the necessary programs and resources to create a level playing field for all students. Finally, for the first time ever the LCAP gives parents access to the school district's budget and planning process and allows parents to help determine its local priorities and approach.

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). HUSD engages parents, educators, employees and the community to establish the LCAP. The plan is the district's overall vision for students, annual goals and actions necessary to meet the specified outcomes. HUSD's LCAP focuses on eight identified state priorities. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

### **Chapter 3: Follow-up and Progress Report Development Process**

Staff and administration have spent a considerable amount of time on developing the Mid-Cycle WASC document. Instructional staff use the common 6th period prep and Collaboration Wednesdays to gather and discuss the important findings from the critical areas of growth. Critical Area of Growth 3 suggested the school continue to engage in data discussions and use those findings to tailor academic programs. To make progress towards this area, CRHS has continued to strive to engage in and create meaningful student performance data. Although CAHSEE has sunset, the staff at Canyon Ridge

continue to develop and refine instructional practices which provide meaningful data on student performance. Certificated staff create formative and summative assessments which determine academic growth of students and when identified reteach for concept mastery through a differentiated approach to learning and teaching.

The staff at CRHS led by the English department created a needs literacy pre- and post assessment to help address Critical Area 4 of developing a schoolwide assessment protocol. The needs literacy assessment was initiated when administration asked staff to identify the most important skill set needed for students to be successful in today's educational setting. The staff decided and agreed that the most important skill for students was to refine literacy skills. Canyon Ridge defines literacy as the ability to consume, analyze, and reproduce content using all formats of literacy, including but not exclusive to spoken, written, and multimedia. During the 2015 school year, CRHS's English Department, with the input of the rest of the staff, during Wednesday Collab sessions, has created the needs literacy assessment. The CRHS staff and administration will administer the first literacy needs assessment during grade period 6 of the 15/16 school year.

In addition, teachers utilize the Individual Student Credit Form to determine the amount of "Recovered" credits which will keep students on track to graduate high school. This is also a way to measure the Schoolwide Learner Outcomes.

At the beginning of the 2015-16 school year, each teacher signed up for a Wednesday collaboration session to share out their "inner builder," which demonstrates a specific process for their approach to instructional and curriculum. The inner builder sessions are being used as catalyst in one of the most profound and important instructional changes. Several teachers have begun to develop a blended learning approach at Canyon Ridge. Through the use of district coaches and administration's willingness to

provide all day guest teachers, each staff member had the opportunity to have a day long blended learning session during the first semester of the 15/16 school year.

Canyon Ridge looks to adapt the PLC process as vehicle to engage in developing policies and processes that will best serve students, staff and community. PLCs help CRHS make progress towards all critical areas of follow-up. The PLC process at CRHS, though not traditional, allows for staff to discuss data, instructional practices, interventions, and assessments to ensure students fulfill graduation requirements. Utilizing a common prep and Collaboration Wednesdays, allows for staff to foster a collective and shared focus around student learning. Teachers through their collaborative efforts, embrace high levels of learning for all students, use results-oriented data and assessments, and discuss timely interventions for struggling students. Using the provided time within the school day, teachers use collective inquiry to discover best practices and learn by doing activities. Teachers use this action-oriented approach that centers on continuous improvement as a deliberate process to achieve deliberate results as students graduate and prepare for life after high school.

## **Chapter 4: Progress on the Critical Areas for Follow-up within the Action Plan**

### [Critical Area for Follow-up #1](#)

**The school must continue to research and implement activities that prepare students for life after high school.**

Canyon Ridge High School provides credit deficient students with not only the opportunity to graduate from high school by recovering credits, but by giving students the skills and abilities to be successful in life after high school whether it be a career, college, or the military. To be successful in today's global economy, students need

more than proficiency with core academic content, students need to practice and be adept at the 21st century skills of critical thinking, communication, collaboration, and creativity. Canyon Ridge focuses on equipping students with 21st century aptitudes for effective lifelong learning. These abilities are what separates students who are prepared for increasingly complex life and work environments in today's world and those who are not. Canyon Ridge faculty understands that employers are seeking students with academic skills, but have trouble finding applicants who can work as a team, create, think outside the box, and communicate through a variety of mediums.

Canyon Ridge staff recognizes academic and 21st competencies go hand in hand. Therefore, teaching and learning environments matter. Teachers at Canyon Ridge began to apply lessons that connect to students' interests, to real-world problems, and to the worlds of work and college. Canyon Ridge added experiences outside the classroom, made changes in the master schedule, and incorporated the use of technology and other hands-on tools to engage students. Canyon Ridge continues to use innovative ideas like 3D printers to help students discover new interests and passions.

Previously, teachers focused on tested subjects at the expense of 21st century skills and students paid the price. Test scores used to be the reason for teaching and learning. Traditional curriculum and instruction focused on content and memorization. Teachers now utilize the 4Cs as key components to their lessons and instructional strategies that foster higher-order thinking and personalize learning to meet students' specific needs are critical as well.

All departments approach students with long-term benefits in mind. From casual conversations to formal curriculum, faculty, staff, and students are keeping life after high school an ongoing concern. Faculty not only concern themselves with the time immediately after high school, but also the quality of life in the long run. From completing applications to appreciating beauty, Canyon Ridge culture is one of helping

to prepare at-risk students for a quality adulthood through 21st century skills and reinforcing schoolwide learning outcomes of recover, relate, and regard.

### **Supporting Evidence**

#### Administration:

- Implementation of a school-wide theme: *Embrace Your Inner Builder*
- Providing cutting edge technology for staff and students (Robotics, Drones, Recording studio, 3D printer, 1-to-1 Chromebooks, a more reliable infrastructure)
- Encouragement to try new approaches including project-based learning and online learning management systems

#### Special Education Practices :

- Workability
- Transitional Partnership Program
- Writing resumes
- Mock Job Interviews
- Construction skills
- Collaboration
- Counseling/coping skills

#### Regional Occupation Program Practices:

- Explore work ethics
- Cover letter and resume writing
- Career fair with representatives from the community
- Desktop publishing
- Living-on-your-own group project
- Find housing, create budget, turn on utilities
- Typing
- Career research
- Work Experience
- ROP at other schools

#### Social Studies practice:

- Teaching tolerance
- Mock elections/caucuses
- Peer-to-peer tutoring
- Collaboration on projects

- Independent presentations/debates on historical topics
- Financial Literacy (personal finance)
- Self-reflection essays
- Community Service/Civic Responsibility
- FAFSA preparation
- Voting Registration
- Interviewing skills (with members of the community)
- Analysis of Current Events
- Critical Thinking
- Youth-in-Government program
- Write letters responding to stories and articles
- Present information by creating magazines, posters and annotated timelines
  - Defining key terms and concepts
- Research both online and using textual materials
- Present information orally as well as written

#### Math Department Practices:

- Coding experience
- Critical thinking credits
- individualized, variable, curriculum allows students to learn time management, self discipline, and exercise ability to choose
- Each class period begins with a different 5-minute video showcasing after high school options: college, military, vocational training (also motivation, study, and work tips)
- Research education and salary correlations
- Research components of living on one's own and create budgets accordingly

#### Science Practices:

- Career assessment and careers unit where students explore different careers, budgets and expectations

#### Fine Arts Practices:

- Lego project involved group problem solving, communication, mutual support
- Paper mache sculpture requires students to plan and design their sculpture
- Build a structure to support their design
- Aboriginal dot painting lesson requires students to learn symbolic language and create narrative of their ancestors



- Use of film to introduce phenomenon of counter culture art transitioning into popular cultural acceptance (Viewing of *Exit Through the Gift Shop* depicts the transition of illegal street artists becoming accepted by the prevailing culture and then having their work sell for millions of dollars and hung in museums)

Classified Staff Evidence:

- Individual connections with students
- Reading articles and books that relate to what they are going to deal with after high school
- Assignments and projects that require researching and planning for life as an adult
- Confidence to communicate in groups
- Students frequently seek out advice of staff
- Students are taught how to handle conflict with their peers
- Workability program helps students get jobs while maintaining academic progress
- Help with scholarship applications

**The Impact of this Effort**

\_\_\_\_\_As a result of this unanimous approach students have come to expect relevance in their lessons. Social studies teacher Mr. Canady emphasizes, “As a former U.S. Marine and working seventeen years in corporate America, I know that your work ethic will play a significant part in your success.” With that in mind, many students are actively involved in finding employment, frequently asking for help with applications and letters of recommendation. In short, Canyon Ridge High School maintains ongoing conversations, both literally and figuratively, as students decide whether to go to college, military or work after high school.

[Critical Area for Follow-up #2](#)

**Canyon Ridge needs to create and offer more opportunities for intervention, remediation, and support within and beyond the school day.**

Canyon Ridge gives every student the additional time and support needed to learn at high levels and focus on the skills necessary to graduate high school. Students who graduate from high school with a mastery of essential skills and knowledge will compete successfully in the global marketplace, with numerous opportunities to lead a rewarding adult life. In stark contrast, students who fail in school are at greater risk of poverty, unemployment, addiction, incarceration. With such high stakes, Canyon Ridge High

School is always taken great pride in using any and all resources available to create student success.

Teachers agree that time is a limited commodity, especially given the depth and breadth of the skills and content that students need to flourish in the 21st century workplace. Thus, finding the time needed to intervene and extend learning experiences for students, teachers at Canyon Ridge utilize a common sixth period prep. Within the common prep period, teachers have the ability to discuss instructional and curriculum concerns while also providing individual instruction to students. Administration has also used this common prep period to address the site's instructional concerns such as: chromebook rollout policies and procedures, Newsela, reading program development and implementation.

Collaboration Wednesdays is another way teachers utilize time effectively to discuss student progress and refine student interventions. During this time, teachers strive to work together collaboratively to enhance the effectiveness of instructional practices by focusing their efforts on engaging in dialogue related to curriculum, instruction, and assessment. Using this time, teachers plan to meet students' diverse needs through a variety of instructional methods. Faculty share content knowledge and instructional approaches for best practices. An example of this is "Inner Builder." Teachers also use this time to work together and apply research, resources, materials, and technologies to make subject matter accessible to students.

To further maximize student intervention and remediation at Canyon Ridge, during the 2014-15 school year CRHS became a Title I school. The initial Title I funds were used to purchase 125 Google Chromebooks and a 3 ¾ reading instructional aide. The addition of the reading/literacy aide has provided all students with the opportunity to receive one-on-one support within their English classroom. Canyon Ridge staff and

administration look forward seeing the preliminary results of the needs literacy assessment and benefits of the 3 ¾ instructional aide.

Canyon Ridge students recognize that today's learning environment is infused with technology and media. This allows students to access an abundance of information, to navigate rapid changes in technology tools, and to collaborate and make individual contributions on an unprecedented scale outside the classroom. To be effective in the 21st century, students must be able to create, evaluate, and effectively utilize information, media, and technology. All CRHS students now are actively participating and developing media literacy skills. Each student has an assigned Chromebook and have the ability to stay connected to their classes and communicate to their teachers and fellow students outside of the traditional school day.

Even though CRHS has made significant strides in creating and fostering a student centered approach to intervention, providing access to all has still been very difficult. The majority of Canyon Ridge students are dependant on district transportation. To address this issue, there are some Canyon Ridge teachers that have created courses within a course. Additionally, as CRHS further builds, develops, creates, and implements blended learning courses, there will be an increase in student access beyond the structured school day.

### **Supporting Evidence**

- Common Prep Period
- Title One Funds
- Newsela
- Needs Literacy Assessment
- 3 ¾ Reading / Literacy Instructional Aid
- CAHSEE Results
- Haiku
- My Access-Delivery System for Needs Literacy Assessment
- Hapara-Student Chromebook monitoring system
- Google Chromebooks
- Collaboration Wednesday Schedule
- School Site Council
- Staff Meetings

- SELPA Counseling
- WEA, TTP
- HUSD Family Resource Center
- CRHS student Handbook
- PowerSchool
- Odyssey

### Critical Area for Follow-up #3

**Continue to engage in formal data discussions through the PLC implementation and use those findings to tailor the academic program as necessary for the students served.**

The Professional Learning Communities implementation at CRHS is still a work in process. Teachers meet informally every day. CRHS has a small staff and these PLC moments happen all the time as teachers discuss lessons and student learning. Formally, the Collaboration Wednesday schedule is geared to assist teachers with curriculum and instruction to aid students in recovering credits to graduate from high school and be prepared with several options for college, careers, or military. During these meetings, staff engage in a culture of collaboration that focuses on results by encouraging continuous improvement by removing barriers to success through hard work and a commitment to the students and school.

Starting in the 2015-16 school year, Canyon Ridge saw a change in leadership, with the former Vice Principal, Scott Ahlgren, becoming the Principal and Danny Polmounter coming from Sultana High School as the new Vice Principal. In addition to the administrative change, CRHS has seen 4 new teachers in the past three years: Amber Burdi (Science), Dennis Canady (Social Studies), Jason Kleber (English), and Bethany Vaughn (Physical Education).

Although the site has seen significant changes in certificated personnel, the staff and administration are working together to develop and implement the foundation for fostering a PLC climate. Recently in early 2016, a formal leadership meeting on the third Tuesday of the month has been established to assist in adapting the PLC process to the uniqueness of Canyon Ridge. With the restructuring of Leadership and the

interdependent work of the staff on Collaboration Wednesdays, the rich and authentic discussions focus on how to build student success skills, how not to replicate the same instructional practices at the comprehensive schools, how not to mirror same teaching techniques with just smaller class sizes, how to impact positively the jaded learner with deficient credits, and how to motivate to students. The conversations tend to lead back to the schoolwide learner outcomes of recover, relate, and regard.

Between Leadership where the agenda is collaboratively constructed and the built in collaboration time on Wednesdays, CRHS have developed a supportive and shared leadership, they rely on their collective creativity, shared common values and vision, and shared pedagogical approaches. One key example is the “Inner Builder” which began in 2015, when the each staff member was given a lego build kit to ignite their inner builder. The process during Collaboration Wednesdays allowed each staff member to describe their thought process for developing their curriculum, demonstrate the critical thinking behind their instructional design, and determine how they serve students. The Inner Builder allowed for the staff to have a voice that validates and authenticates their pursuit of a supportive environment for student learning.

### **Supporting Evidence**

- Needs Literacy Assessment-Create individual data on the literacy needs of each student
- CELDT
- Teacher created Formative and Summative assessments
- Blended Learning Course Construction-Synchronized/Spiral Learning: There is always room for a second or third attempt
- Newsela
- CAHSEE
- SARB- student attendance review board
- Odyssey
- My Access
- CRHS Counselor
- Variable Credit Production
- Staff Meetings
- Leadership meetings
- School Site Council
- CRHS Student Handbook

- SPSA
- SARC
- Title I School Wide Plan
- Individual Student Credit Form

#### Critical Area for Follow-up #4

**Create and use a schoolwide assessment protocol to better identify academic deficiencies as well student progress toward mastery.**

After the Visiting Committee of 2012-13 left CRHS with Critical Areas of Follow-up, the staff and administration began researching reading programs. The staff had in place the RAVEN Writing Model, but needed to place an emphasis on a schoolwide assessment to help with reading as identified in the WASC Action Plan. CRHS utilized Newsela, a web-based library of short, informational texts that was anchored in the Common Core College and Career Readiness standards. This reading program provided CRHS staff with the ability to engage students in reading at their ability levels by differentiating by lexile level. Students commented that they enjoyed reading more informational texts and felt successful. Additionally, the staff remarked that the students enjoyed reading for the first time. This was a shift in student learning at CRHS. Students also learned critical thinking about subject matter and were able to use close reading strategies as Newsela allowed for a notation feature. **Newsela assessment system** allowed for students to advance to higher lexile levels once the students demonstrated proficiency.

After reflecting on the data, CRHS staff found that though students were reading and enjoying it, **students could do more as the assessments were limited**. Staff began to have discussions surrounding **reading and writing and disciplinary literacy**. From these conversations, staff realized that focusing on standards was restrictive and neglected to take into account critical thinking, creativity, communication, and collaboration. Therefore, curriculum and instruction needed to concentrate on skills. Thus, the school evolved from a traditional reading program to a 21st century literacy-based philosophy. **The staff embraced this new vision and it is evident as students no longer act as**

consumers of rote reading exercises and have become creators and producers of literacy content.

Having determined that success after graduation requires students to have a skill set whose foundation is literacy, Canyon Ridge administration challenged staff to identify what skill was the most essential to students. Throughout the 2015-16 school year, staff and administration have worked to define literacy. Canyon Ridge defines literacy as the ability to consume, analyze, and reproduce content using all formats of literacy (ex. reading, writing, speaking, multimedia).

Prior to the needs literacy assessment, the staff and administration attempted to create two common formative assessments. The focus of these assessments were on English and math skills. With CAHSEE suspended, the staff wanted to create a representative assessment to recognize proficiency in basic skills. Using the online testing feature in Illuminate, the district sponsored data management system, the math and English departments searched the question banks containing content from the other core subjects to connect all disciplines to basic skills. These assessments were short 20-30 multiple choice questions. These assessments made it only to a few students due to limited access to Illuminate's online testing portal. The two common formative assessments were unable to accurately provide data as there were too few students tested for validity and staff had difficulty coming to consensus about the quality of questions regarding subject matter.

From the discussions surrounding the common assessments, the English department was recruited by administration and approved by staff to lead the development of the needs literacy assessment. The English department used the feedback from past Wednesday Collaboration sessions, previous CAHSEE results, and professional development conferences to create a pre- and post assessment. The delivery tool chosen for these assessments is My Access. My Access is an instructional writing platform that uses an adaptive assessment and personalized intervention to enable CRHS to evaluate the literacy of students. The pre-assessment given to current CRHS students during March 2016 will ask students to read a poem and write a five

paragraph essay in a class period. Then, every incoming student will be assessed at orientation prior to attending classes. The data generated from My Access is immediate via a web-based rubric and teachers can analyze the data to tailor instruction for individual's strengths and areas of growth. To help adapt instruction for individual students, all teachers will universally use Kaplan's Depth and Complexity icons to focus students on essential learning outcomes. The post assessment will be assigned to students as their tenth and final English IV credit and consists of reading a poem and writing a five paragraph essay. This creates student buy-in to value the assessment and teachers can gauge the growth of the student and reflect on their instruction.

### **Supporting Evidence**

- Needs Literacy Assessment-Create individual data on the literacy needs of each student
- CELDT
- Teacher created Formative and Summative assessments
- Blended Learning Course Construction-Synchronized/Spiral Learning: There is always room for a second or third attempt
- Newsela
- CAHSEE
- Individual Student Credit Form
- SARB- student attendance review board
- Odyssey
- My Access
- CRHS Counselor
- Variable Credit Production
- Staff Meetings
- Leadership meetings
- School Site Council
- PLC norms
- CRHS Student Handbook
- SPSA
- SARC
- Title I School Wide Plan