

WASC2019



**RAVENS**  
CANYON RIDGE HIGH SCHOOL





# **CANYON RIDGE HIGH SCHOOL SELF-STUDY REPORT**

**12850 Muscatel Street**

**Hesperia, Ca 92345**

**Hesperia Unified School District**

**January 27, 2019- January 30, 2019**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2017 Edition (Edited for SY 2018–2019 School Visits)**



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## CANYON RIDGE STAFF

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Arguello, Yvette – Sped Asst.  
Arriola, Gabriel- Campus Assistant  
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Biendara, Jace - Teacher  
Brammer, Sarah – Campus Assistant  
Canady, Dennis - Teacher  
Castro, Jacquelynn – Night Custodian  
Cortina, Sanita - Cafeteria  
Dake-Evelyn, Carrie – Instructional Assistant  
Fisher, Olga – Assistant Principal  
Galindo, Joann – School Secretary  
Hawkins, Debbie - Attendance  
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### **Organization Vision & Purpose**

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# Canyon Ridge High School

12850 Muscatel Street • Hesperia, CA 92345 • (760) 244-6530, ext.5291 • FAX (760) 244-7210

Dear WASC Visiting Committee,

Canyon Ridge High School is pleased to welcome the Western Association of Schools and Colleges' (WASC) visiting committee. We are "the best little high school in the desert," where we embrace the challenge and reward of providing a personalized setting for our students where the comprehensive setting has not enabled them to thrive.

The student-centered staff at Canyon Ridge High School approaches the WASC Focus on Learning as an integral component of our continuous improvement process as we seek to refine and develop programs that truly make a difference in our student's lives. We are personally invested in the day-to-day process of assisting struggling, underperforming, credit-deficient students who have previously been disconnected from their learning, and we take pride in their transformation into consumers, curators, and creators of the soundtrack to their lives. While other alternative schools serve as a temporary setting, offering a path back to a traditional setting through credit completion, Canyon Ridge High School continues to provide a more connected and permanent home for our students as evidenced by the consistent growth in numbers of graduates. Through innovative programs and strong relationships, we have built a school that students want to claim as their alma mater.

Through a dedication to growth mindset practices and unwavering high expectations, the Canyon Ridge High School staff demonstrates commitment to students and investment in their journey. Our teachers recognize the need to support students in getting back on the path to graduation through the earning of credits, but more importantly they recognize the need to help students see the joy and excitement that comes from being connected to an innovative learning community. Each day our staff celebrates the wins, no matter how small, of each and every student. We know that success breeds success and their little wins will provide the vehicle to powerful lives.

Your team will enjoy the visit to Canyon Ridge High School as you become an honorary member of the Raven family. We hope this is a wonderful experience for you, and that it contributes to the soundtrack to your life as it does for us each and every day.

Scott Ahlgren  
Principal

Canyon Ridge High School "The Best Little School in the Desert"

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**PREFACE**



## Preface

### **Explain the school self-study process used to accomplish the outcomes of the self-study,**

Canyon Ridge High School embraces the continuous nature of the WASC Self-Study process, actively reviewing and analyzing data and revising the action plan annually, as needed. The focus groups reconvened during the 2017-2018 school year to compile the 2018-2019 Self-Study. Canyon Ridge administration for the first time was able to secure a Focus on Learning chairperson, who assigned all staff members into groups balancing each of the individual staff member's strengths to assist in writing the self-study report. During the 2017-18 school year the staff was challenged to review previous WASC materials to assist in writing the 2018-19 self-study report. As the staff entered the 2018-19 school year, the leadership team and administration set up a WASC timeline and developed a plan of attack using Wednesday collaboration time, Friday office calendar days and informal meetings to assist in developing and writing the self-study report. To assist in increasing collaboration in the self-study document, the focus on achievement chairperson created a Google classroom that housed all WASC materials and provided access to it for all current CRHS staff members.

The staff and administration at Canyon Ridge High School have evolved from the previous expected student learning outcomes of "Recover, Relate, and Regard," used in the 2013 self-study report. Students now at Canyon Ridge High School are measured and evaluated on student success indicators or student learning outcomes of being Consumers, Curators, and Creators. These new student learning outcomes are connected to the work CRHS has done in developing a school wide focus that is in alignment with the district focus of literacy through the four C's and innovation.

The staff at Canyon Ridge High School is active in evaluating and reflecting upon student achievement, through the use of formal and informal site-based, as well as district, assessments. The success of students is at the forefront of the overarching decision process for evaluating new and old policies, programs, and procedures. The results from these assessments are shared formally through leadership meetings, staff meetings, credit conversations and Wednesday collaboration sessions. Furthermore, the administration and staff continue to utilize traditional assessments and data, such as student attendance, discipline, and participation in ASB activities, as well as district sponsored events.

Canyon Ridge High School has a tradition of creating and fostering student programs and pathways that support our unique population and engage them in their learning. Currently students on campus can participate in these programs by contacting the supporting teacher, administration, and/or counselor. The programs currently being offered on



campus are an extension of the classroom experience in an effort to increase a student's ability to consume, curate and create. In many cases these extension programs are directly connected to the core academic programs on campus. Students can earn core, as well as elective, units upon completion of program requirements.

The staff and administration have spent time and allocated resources to support the previous school areas of need. The first step in this alignment process was for the SPSA goals to be directly aligned with the district's LCAP. Secondly, administration and staff have addressed the critical areas of need identified in the 2016 mid-cycle visit. Additionally, the staff and administration are actively participating in the district's initiative of "coherence" between district and school site goals. Starting in 2017-18 school year, the district provided the time and resources for Canyon Ridge to develop its own strategic focus. *(Develop literacy skills across all disciplines necessary to prepare students for life beyond high school.)* As Canyon Ridge enters the 2018-19 school year, the staff and administration will focus on student success indicators, staff practices, school supports, and evidence of learning.

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**CHAPTER 1**  
**PROGRESS REPORT**



## Chapter I: Progress Report

As Canyon Ridge High School enters another full WASC accreditation visit there have been quite a few significant changes in the past few years. During the 2015-16 school year, the staff aligned its focus on literacy as the essential skill that students need when they leave Canyon Ridge. In addition to a schoolwide focus on literacy, the staff and administration at Canyon Ridge has developed a deep focus and understanding of creating a growth mindset approach in dealing with students, staff and the overarching culture at Canyon Ridge. Another significant change or development since the spring 2013 visit has been the focus on the Social and Emotional Learning (SEL). Since the inception of the Growth Mindset card in the fall of 2018, the staff has been the driving force for understanding the connections between academic performance and SEL, as well as the importance of attending to the many facets of student learning experiences, in an effort to educate the whole child.

Canyon Ridge High School's Leadership Team worked successfully with a task force of committed teachers to build momentum and support for Social and Emotional Learning which has helped guide professional development. Thus, a schoolwide common prep period continued to be instituted. The master schedule is built to provide daily common preparation periods with an emphasis on cross-curricular collaboration and Social and Emotional Learning. Collaboration time allows for sharing best practices and analyzing formal and informal assessment data to determine mastery of standards and create units of study.

With the belief that the focus on the whole child empowers student learning, CRHS teachers collaborate and incorporate 21<sup>st</sup> century skills that ensure that students are supported and ready to take on the next phase of their academic and emotional lives with confidence.

Canyon Ridge High School excels in providing students with a caring and supportive environment. The staff is dedicated to the Canyon Ridge Schoolwide Learning Outcomes (SLO's). Students will become: Consumers, Curators, and Creators. Consumers effectively navigate and **consume** texts---whether written, spoken, or visual---understanding, comprehending and sharing the basic message (Communication). Curators identify and **curate** main ideas/main points, key details/evidence, and inferences through deconstructing, analyzing, evaluating, and organizing elements of a text for value, meaning, purpose, and validity (Critical Thinking & Collaboration). Creators **create** new messages that express both a complex understanding of curated content, as well as move towards new innovative ideas built from multiple sources (Create).



The staff's relentless work in developing literacy as an essential skill has now evolved into these new student learning outcomes along with the support of social emotional learning and a growth mindset. The Administration and staff are equally supporting a culture that has students earning more units, attending more classes, and, with increased engagement, student discipline is down.

The last full study for Canyon Ridge High School resulted in four critical areas of follow up. As a result of the 2016 mid-cycle visit, the WASC visiting Committee Members commended CRHS and stated: "All critical areas of need were adequately addressed and in fact most do not appear to be critical areas of need any longer." They gave three recommendations for follow up. All areas for follow up have been integrated into the action plan and addressed as follows.

### **WASC mid-visit 2016 Critical Area of Need #1**

**The administration and staff continue to research and implement activities that prepare students for life after high school and track students after graduation in order to substantiate data that the school has helped students meet 21st Century skills necessary for being productive adults and lifelong learners.**

#### **Aligned with Action Plan Goal #1**

**Promote and foster 21st century literacy skills across all disciplines.**

Canyon Ridge School students have access to a variety of curriculum choices which prepare them for their individual post-secondary plans. Students are encouraged to explore career paths, and counseling supports students' progress towards their goals. Students may take ROP courses with parallel support classes, enrichment opportunities, and interventions available for those who need extra assistance. Staff, students, and parents/guardians collaborate to meet the ongoing needs of students in their journey towards graduation and their plans for education or career after high school. Field trips to Job Corps and Conservation Corp have exposed students to career opportunities.

All Canyon Ridge graduates fill out an exit card to provide information on their post-graduation plans. They are also encouraged to add Canyon Ridge on their social media in order to share their future successes. In coordination with the district, Canyon Ridge has subscribed to National Student Clearinghouse, which provides eight years of two- and four-year college enrollment and completion data. Graduates are invited to return as volunteers in order to stay connected to the Raven family. At the ten-year



anniversary celebration, many alumni returned to celebrate with us and acknowledge Canyon Ridge's role in their success.

Through the Buddy Mentor program, staff members have actively pursued community partnerships and have made visits to local industry in order to determine the opportunities available for students. Programs such as the Sound Pitt and Automotive Engineering have assisted in connecting staff and students to local businesses. Additionally, students have volunteered at local elementary schools and have assisted in many community events. Canyon Ridge staff is working with the district to establish a work-based learning program for all students of the community.

The commitment to Canyon Ridge High School's SLOs (Consume, Curate, Create) is evidenced by offering several programs to prepare students for a career after high school such as Automotive Engineering, Aerospace, 3D printing, and Digital Media. The ROP program continually adapts to meet the employment needs of the community and student interest. The ROP course that is included on the Canyon Ridge campus is Customer Service, however, there many other options that are open to the students within the district such as Cosmetology, Pharmacy Tech., Introduction to Firefighting, Criminal Justice, and Office Operations.

### **WASC mid-visit 2016 Critical Area of Need #2**

**The administration and staff increase parent and community support of the school and its programs to improve the school's community image and to provide the school the recognition and acknowledgement of the strong instructional program and innovative programs and activities.**

#### **Aligned with Action Plan Goal #2**

#### **Improve & Increase Parent Involvement Participation**

In an effort to maintain communication with parents, community, and stakeholders concerning student academic performance, Canyon Ridge High School utilizes many different tools. Initially, all incoming students and parents take part in an orientation process. Parents have an opportunity to meet the administration and counseling team to develop an ongoing line of communication. Parents and students take advantage of an open-door policy, with visitors being welcomed and needs addressed immediately. Faculty is consistent in making parental phone calls, emails, and other correspondence home regarding student progress. Additionally, parents have access to Infinite Campus, the district's student information system and parent portal, for up-to-the minute information on their child's attendance and academic standing. Canyon Ridge also has the opportunity



for interaction with the parents and stakeholders through the School Site Council, English Language Advisory Committee, and the LCAP Parent Forum. Although many continuation high schools struggle with parent involvement, CRHS attempts to bridge parent connectedness through positive relationships and the following resources:

- Automated phone calls
- Personalized phone calls
- Counselor meetings
- Individual Learning Plans
- Individual Education Plans
- Student Support Teams
- Transcripts
- Monthly Graduations checks with progress cards
- Monthly report cards
- Thrill Share website building app
- Orientation/intake
- Infinite Campus portal
- School Site Council
- School and District Website
- LCAP
- ELAC
- Special Education transfer placement meetings
- Home visits

The goal is to be diverse as well as thorough in how to tackle school/home communication. Canyon Ridge has policies that guarantee communication is flowing from the school to the home and offers many opportunities that encourages a partnership with students, parents, and staff.

CRHS has recognized the need to improve its image and defy the reputation of a typical continuation high school. The internal image has improved through PD focused on growth mindset, a shift away from credit packets and toward discovery learning, and the adoption of the growth mindset student card. Through the building of the Sound Pitt, which is highly coveted by the other schools in the district, Canyon Ridge established itself as an innovative leader amongst the secondary schools. This, along with the Automotive Engineering program, provides students with state of the art hands on learning opportunities not available at all schools. Through social media, the success of these programs is shared with parents and showcased throughout the community. Even the adopted slogan of “the best little high school in the desert” reflects the positive image and community relations of CRHS.



### **WASC mid-visit 2016 Critical Area of Need #3**

**Continue to meet as a committee of the whole to ensure the components of a PLC:**

**a) Ensuring that students are learning by being results-oriented based on data**

**b) Implementing systematic processes where teachers work together to analyze and improve classroom practices.**

**Aligned with Action Plan Goal #1**

**Promote and foster 21st century literacy skills across all disciplines.**

At Canyon Ridge High School data and evidence of learning is constantly evaluated to target specific students for specific remediation. Each teacher's course and remediation program are data driven from identification, through monitoring, and completion. The data disaggregation program, Illuminate, provides teachers, counselors, and administrators complete access to student data in order to facilitate the greatest learning needs of all students. Some of the specific data used by teachers includes iReady reading diagnostic, Khan Academy, IXL for ELA, quarterly writing assessments, credit production, and attendance.

With the continued evolution of PLC approaches, teachers use evidence of learning to drive instructional decisions. This process has led to shared practices such as the district writing assessment. English teachers from each site were brought together to create writing prompts that are currently used to assess writing through a shared rubric and calibrated scoring normed to the rest of the district. Cross-curricular projects are being created, implemented, and discussed during collaboration time to reflect on student implications and instructional practices which focus on Consuming, Curating, and Creating.

As a result of data analysis and collaboration through PLC, Canyon Ridge staff has configured a new master schedule which utilizes special education Instructional Assistants to support students on an IEP, in a general education setting. With this new model, Special Education students are mainstreamed into regular education classes where they receive rigorous and meaningful instruction, while also receiving support from instructional assistants and the special education teacher.

Collaboration Wednesdays have been embedded into Hesperia Unified culture for almost 15 years. The collaboration success amongst staff drives student learning. This commitment to student success and collegial collaboration has grown each year and has resulted in a targeted focus on student achievement. PLC teams are established around specific content areas with the teachers working together to develop cross curricular projects and assessments. Departments meet regularly during Collaboration Wednesdays



in order to analyze assessment data, review power standards, plan lessons, and adjust instruction to meet the diverse needs of students. The Site Leadership Team shares best practices and work closely with district and other schools' SLTs to refine instructional strategies.

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**CHAPTER 2**  
**STUDENT**  
**COMMUNITY PROFILE**



## Chapter II: Student/Community Profile and Supporting Data and Findings

### SCHOOL PROFILE

Canyon Ridge High School 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 94,859 which represents an increase in the last three years. However, Hesperia still exists as a commuter community. 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, Walmart, Target, and the City of Hesperia. The March 2018 unemployment rate for Hesperia was 5.1%, for San Bernardino County 5%, and the state of California 5.2%. According to recent census data, only 10% of Hesperia's population have bachelor's degrees or higher.

The population of Hesperia is 55% Hispanic, 36% Caucasian, 6% African American, and 3% other. The median income of households in Hesperia is \$46,446, while the median home cost is \$172,800. Canyon Ridge High School is surrounded by housing tract community where multiple families live together.

Hesperia Unified School District consists of three traditional high schools, two alternative high schools, one independent study K-12 school, three middle schools, one community day school, 15 elementary schools, and an adult school.

Canyon Ridge High School opened to students on October 29, 2007. Canyon Ridge offers a rigorous and standards-based curriculum to students that need alternative choices to succeed. Students attending Canyon Ridge are often below grade level, have poor attendance, are behind in credits, and have disconnected with their educational journey. Students are often referred from the college-model schools. Canyon Ridge provides students with opportunities to consume, curate, and create. CRHS has multiple pathways for students that range from accelerated credit production, return placement to traditional high school, access to innovative programs such as the Sound Pitt, Aeronautical and Automotive Engineering, 3D Printing, and graduation from high school with a skill set that prepares them for college and careers. During the 2017-18 school year, CRHS celebrated



its 10th Anniversary of student success. The Raven story continues to grow each year and build upon its achievements (#myravenstory). CRHS takes pride in providing students with the 21st century skills of critical thinking, collaboration, communication, and creativity to ensure students are prepared for tomorrow's world.

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 in April 2016.



### SCHOOLWIDE LEARNER OUTCOMES

By focusing on the Schoolwide Learning Outcomes students will become:

- **Consumers** who navigate and consume all tasks (written, spoken, or visual) and comprehend the basic message
- **Curators** who analyze to make meaning, connections, and purpose
- **Creators** who create new messages to express a complex understanding and to build innovative ideas.

CRHS measures student success in achieving the Schoolwide Learner Outcomes using multiple indicators and assessments. Below is the ongoing work of the Leadership Team as they continuously develop and implement indicators and evidence of learning.

Student Learner Outcome	Success Indicator	Evidence of Learning
Consumers	Consumers will effectively navigate and consume text-whether written, spoken, or visual-comprehending and sharing the basic message.	iReady Reading Diagnostic IXL Diagnostic Student Work Samples Credit Completion
Curators	Curators identify, analyze and evaluate information, evidence and connections to make meaning, find purpose, and assess validity.	SCFWA (Single common formative writing assessment) Enrollment in extended learning enrichment activities Graduation Rate
Creators	Creators create new messages or solutions that express a complex understanding and build towards innovative ideas.	Authentic student-created products such as music, videos, RC cars, airplanes, 3D printed objects, artwork, media messages, and science experiments



## **STATUS OF SCHOOL**

Canyon Ridge operates with an administrative team that includes one principal and one assistant principal. In addition to the administrative team, there is one full time counselor who assists all students in developing their graduation plans and career choices. Canyon Ridge has had three principals since opening. The current principal is in his fourth year. There is a new assistant principal in her first year at CRHS, who brings ten years of experience from another site within the district. The counselor has been with CRHS since its inception.

Canyon Ridge is comprised of a veteran teaching staff, all of whom have been in the educational field for more than eight years. There are 11 full time teachers, 1 ROP teacher and 1 Work Experience teacher (who is on site every Monday). Six of the teachers are male, and 7 are female. In addition to their classroom experience, all CRHS teachers hold EL certification and seven have earned master's degrees in the educational field. Hesperia Unified School District has provided access to academic coaches for the teachers as well as a school psychologist, a nurse, and a speech therapist that Canyon Ridge uses on a regular basis to provide services directly to students. The classified staff at CRHS includes three campus assistants, a day and a night custodian, one part-time instructional aide, two full time special education assistants, a library media specialist, three cafeteria workers, two school secretaries, a registrar, an attendance specialist, ASB bookkeeper, and an administrative secretary.

Canyon Ridge exceeds the number of instructional minutes required for an alternative school by quite a large number: 52,575 actual vs. 32,040 required. All students attend full time, five 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 Odyssey Ware. 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 open for any staff members to join, CRHS moves quickly in addressing challenges and unforeseen obstacles. The district has an active DELAC 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, parental involvement is inconsistent as most parents concentrate on their



student(s) and tend to commute outside of the area. 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
- HUSD Automotive Engineering
- Rotary International
- Kiwanis Club
- Fire and Sheriff Explorer programs
- Local church youth groups
- San Bernardino County Student Advisory Panel

### **SCHOOLWIDE TITLE 1**

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:

#### **GOALS**

- 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
- Goal #4:** Provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career, where students are challenged and required to be active participants in using professional materials and equipment.

#### **ENROLLMENT**

Canyon Ridge High School's average enrollment is approximately 200 of the district's approximately 22,000 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 223 students, 83 are female and 140 are male. Nearly 77% 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 (30%) students identified as English learners and 19 (11%) identified as Special Education.

### **ENROLLMENT**

#### **Total Enrollment**

	<b>ENROLLMENT</b>
2012-2013	253
2013-2014	228
2014-2015	210
2015-2016	233
2016-2017	208
2017-2018	198

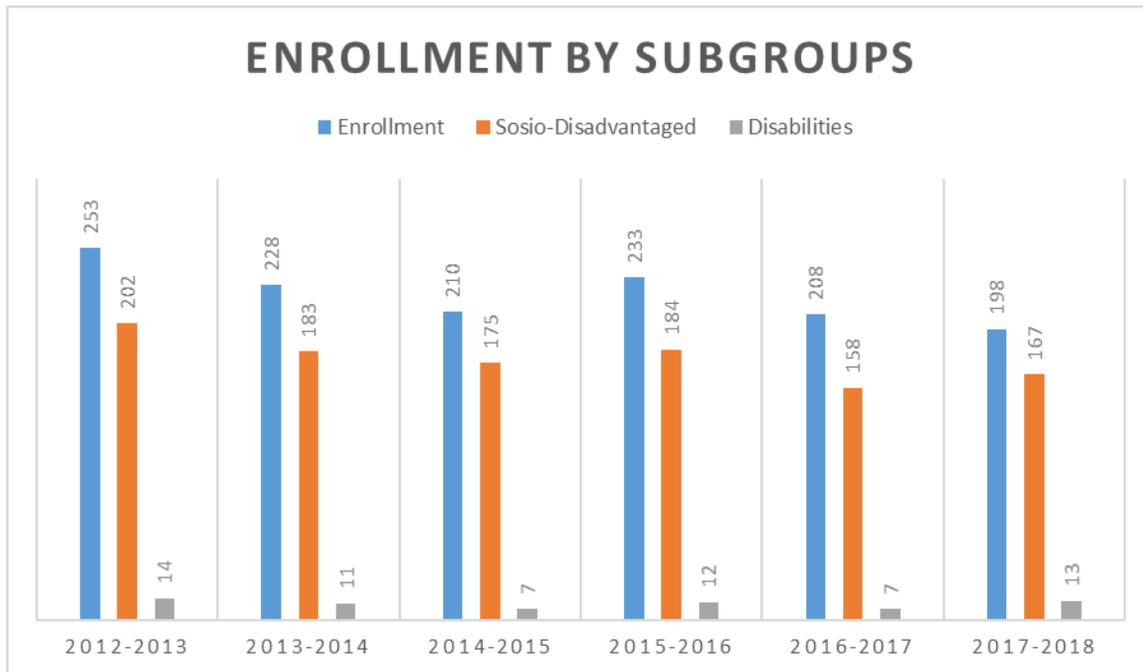


Canyon Ridges' enrollment has been fairly consistent throughout the last several years as evident from the CBEDS ([California Basic Educational Data System](#)) data.



### Enrollment by Subgroups

YEAR	Socioeconomically Disadvantaged	Students with Disabilities	Foster/Homeless Youth
2012-2013	202 (79.8 %)	14 (5.5%)	12 (4.7%)
2013-2014	183 (80.2 %)	11 (4.8%)	8 (3.5%)
2014-2015	175(83.3%)	7 (3.3%)	5 (2.3%)
2015-2016	184 (78.9%)	12 (5.1%)	24 (10.3%)
2016-2017	158 (75.9%)	7 (3.3%)	2 (0.9%)
2017-2018	167 (84.3%)	13 (6.5%)	6 (3.1%)





### Enrollment by Grade Level

School Year	10th Grade	11th Grade	12th Grade	Total
2012-13	16	85	152	253
2013-14	15	91	103	209
2014-15	7	103	112	205
2015-16	9	103	113	225
2016-17	7	71	130	208
2017-18	11	71	116	198

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

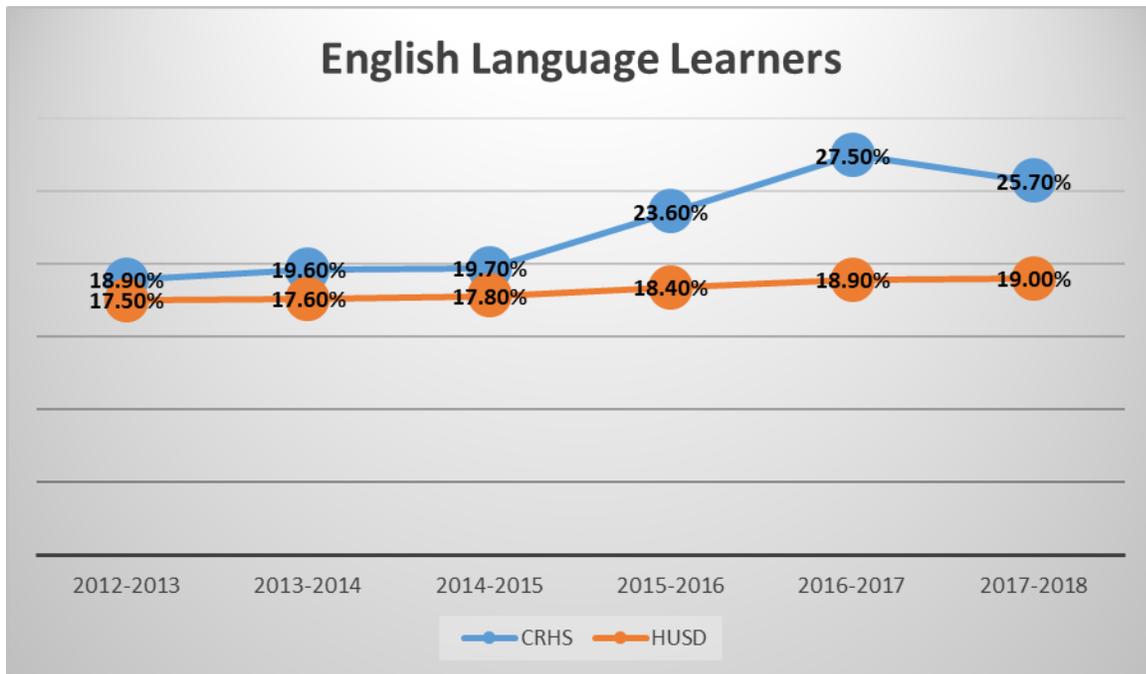
### Enrollment by Ethnicity

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian or Alaska Native	2	2	0	1	1	2
Asian	1	1	0	0	0	0
Pacific Islander	0	0	0	1	0	5
Hispanic	169	157	145	164	160	143
African American	29	31	24	20	9	15
White, not Hispanic	48	32	31	41	29	33
Two or more races	1	4	1	3	0	0
Not Reported	3	2	7	4	8	0



### English Language Learners

	CRHS	Hesperia USD
2012-2013	18.9%	17.5%
2013-2014	19.6%	17.6%
2014-2015	19.7%	17.8%
2015-2016	23.6%	18.4%
2016-2017	27.5%	18.9%
2017-2018	25.7%	19.0%



The majority of EL students speak Spanish, as reported on their home language survey for the 2016-17 school year.

### Language Proficiency

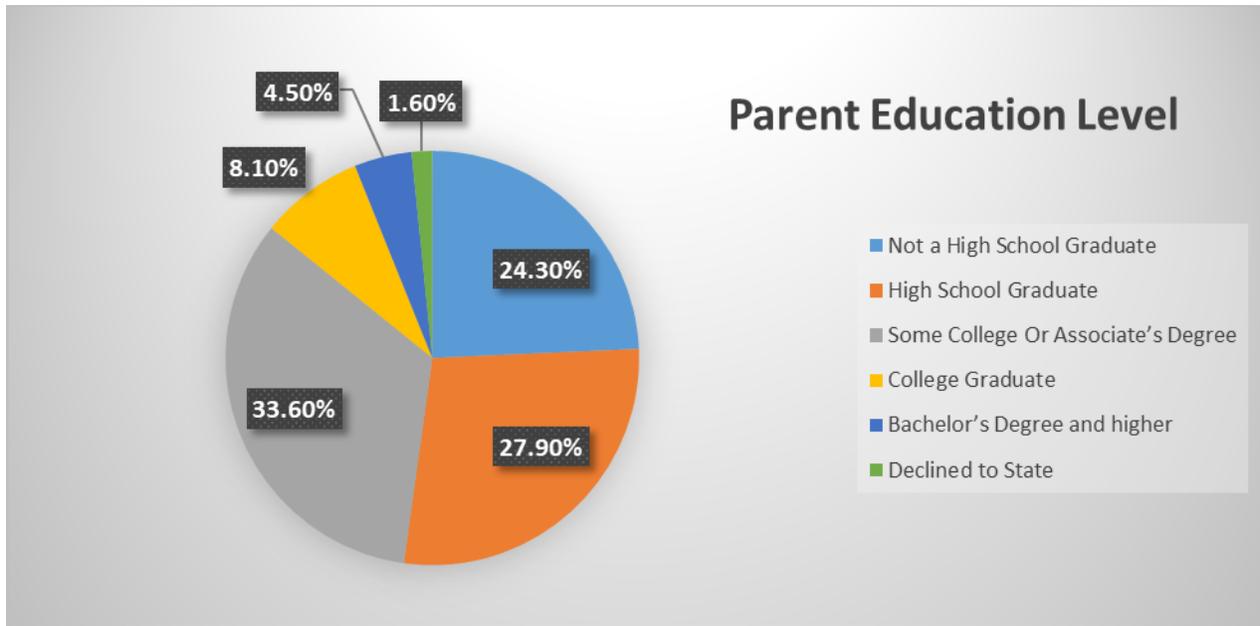
During the enrollment process at Canyon Ridge, students are asked to participate in the district’s home language survey. This survey provides the district and Canyon Ridge the preferred spoken language in the home. The results from the survey are mixed;



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. The current rate of identified English language learners is 25.7%.

### Parent Education Level (2016-2017)

Education Level	Percent
Not a High School Graduate	24.3%
High School Graduate	27.9%
Some College Or Associate's Degree	33.6%
College Graduate	8.1%
Bachelor's Degree and higher	4.5%
Declined to State	1.6%



As reported by the CDE for the 2016-17 school year, there is a low parent education level in our school community. As a result, CRHS counseling department works hard to guide and provide college and career resources to all students.



### Truancy & Mobility Rate

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	253	228	209	233	207	198
Mobility Rate	149%	178%	190%	169%	164%	154%
Cumulative Enrollment	386	394	367	367	359	341
Truant Students	213	168	152	181	165	171
Truancy Rates	10.51%	9.58%	9.19%	10.16%	13.52%	14.66%
ADA	205.43	186.06	177.69	200.57	171.39	163.46
ADA percent	93%	98%	87%	98%	88%	87%

While Canyon Ridge High School has a relatively low truancy for an alternative school, the reporting of truanies is not standardized across the district. To address the inconsistencies, the district implemented an automated system for issuing of truancy letters and school attendance review board sanctions. Canyon Ridge High School is actively attempting to promote the importance of attendance.

Canyon Ridge has always taken great pride in servicing students and getting them back to their home comprehensive high school. The past instructional focus at Canyon Ridge was more packet-based and less about individual grading- period-based 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 result of the relationships the teachers are creating and building with their students.

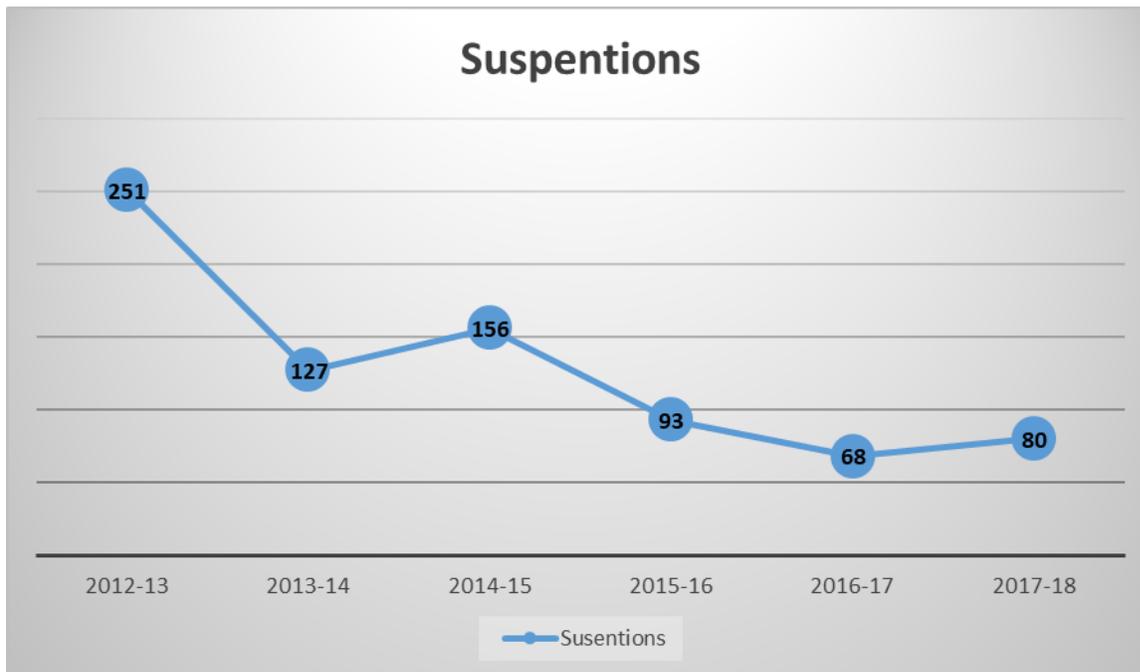


### Discipline Suspension by Code for CRHS

		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sexual Harassment	48900.2					1	
Committed an act of Hate Violence	48900.3	5		1			
Harassment or Intimidation	48900.4						
Made Terrorist Threats	48900.7						
Caused, Attempted or Threatened Physical Injury	48900 a(1)	29	37	36	31	26	27
Used Force or Violence	48900 a(2)				6	3	3
Possession, Sale, Furnishing a Firearm or Knife	48900b	5	5	4	2		0
Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant	48900c	4	25	33	15	14	24
Offering, arranging, or negotiating sale of controlled substance, alcohol, intoxicants	48900d						
Committed or Attempted to Commit Robbery or Extortion	48900e						
Property Damage	48900f	3		4		1	
Property Theft	48900g	2		5	1		
Possession or Use of Tobacco Products	48900h	2					1
Obscene Acts, Profanity, and Vulgarity	48900i	68	13	4	3	9	2
Offering, Arranging, or Negotiating Sale of Drug	48900j	1		1			



Paraphernalia							
Disruption, Defiance	48900k	132	47	68	35	13	23
Bullying	48900r						
Aided or Abetted Physical Injury	48900t						
Caused Physical Injury	48915 a(1)						
Possession of a Knife or Dangerous Object	48915 a(2)					1	
<b>TOTAL SUSPENSIONS</b>		<b>251</b>	<b>127</b>	<b>156</b>	<b>93</b>	<b>68</b>	<b>80</b>



At Canyon Ridge High School, the number of suspensions have significantly declined over the last several years. Particularly suspensions under 48900k (disruption/defiance) and 48900i (obscenity/profanity), which have been seen the biggest declines. The staff and administration continue to try to be innovative when dealing with student discipline. During the 2016-17 school year administration, with the assistance of the leadership team, started having monthly student intervention meetings. These meetings are held to bring



awareness of individual students, with the focus being on sharing strategies that will help the student become successful.

### Suspension & Expulsion Rates

		Census Enrollment	Cum. Enrollment	Susp. Students	Suspension Rate	Expelled Students	Expulsion Rate
2012-	CRHS	253	387	223	28.9	4	1.03%
2013	HUSD	23,448	26,106	3030	6.6%	94	0.21%
2013-	CRHS	229	382	114	17.3	10	2.62%
2014	HUSD	23,528	26,434	2,507	5.9387%	79	0.09%
2014-	CRHS	208	366	131	19.9%	11	3.01%
2015	HUSD	23,735	26,911	2,358	5.5%	101	0.38%
2015-	CRHS	233	367	104	20.7%	8	2.18%
2016	HUSD	23,988	26,747	2,462	5.8%	83	0.31%
2016-	CRHS	207	327	62	13.1%	5	1.53%
2017	HUSD	23,844	26,627	2,879	6.7%	102	.38%
2017-	CRHS	198	341	80	23.5%	9	2.6%
2018	HUSD	24,144	27,975	2190	6.1%	102	0.36%

Expulsion rates have risen and fallen over the years and continue to be an area of focus for CRHS. The staff and administration take a great deal of pride in the learning environment and the relationships forged in the classroom. The school’s 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 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.

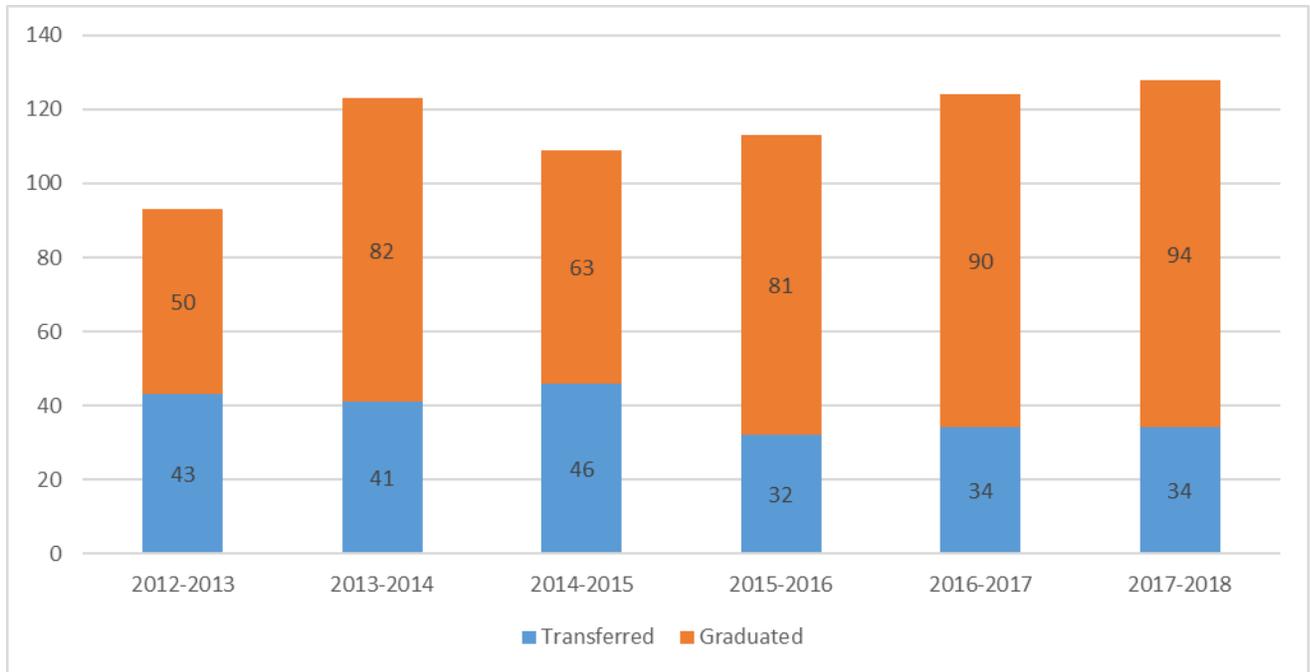
### **EXPULSION BY CODE FOR CANYON RIDGE HIGH SCHOOL**

Information from the California Department of Education is omitted when there are ten or fewer students who are expelled by offense. There was no usable data on Canyon Ridge High School due to these privacy concerns.



### Graduation & Transfer Data

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Graduates	50	82	63	81	90	94
Number of Students Transferred to traditional high school	43	41	46	32	34	34

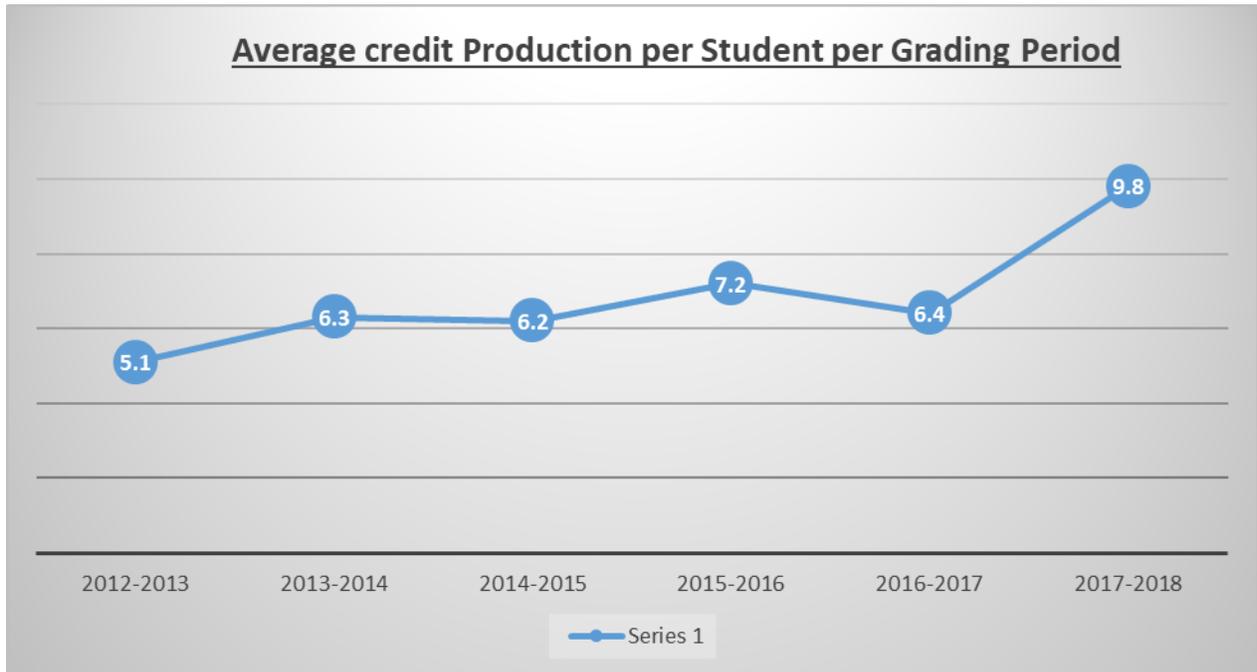


Students come to Canyon Ridge for two reasons: to graduate or to get caught up on credits so that they can return to their home schools to graduate. One measure of Canyon Ridge success is its ability to individualize and address a student's needs. The staff and administration take great pride in building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



traditional setting has decreased. This is evidence of the positive environment and the student connectedness with the school.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Credits	12,780	14,318	12,949	13,438	10,599	15,486
Grading Periods/ YR	10	10	10	8	8	8
Enrollment	253	228	209	233	207	198
Average Credits /student per grading period	5.1	6.3	6.2	7.2	6.4	9.8





Canyon Ridge faculty continues to engage students in and out of classroom setting. Each teacher takes ownership of the students' learning. Over the past few years students' productivity has gradually increased yielding great academic results for the school.

### **ACADEMIC PERFORMANCE**

Credit production, graduation, and progress on Individual Learning Plans are the primary indicators of academic performance for CRHS staff and students. The statistical significance of the majority of external data, such as SBAC, is of limited use due to the high mobility rate and the low number of students. Understanding this challenge, Canyon Ridge teachers explore other measures to evaluate student learning. In order to address the critical learner needs of technology, culture, and data, Canyon Ridge is pursuing alternative data sources that can be used to indicate progress toward an increase in college- and career-readiness. These may include, but are not limited to, formal and informal assessments, internal assessments, teacher assessments, and, as well as quantitative and qualitative analysis of student credit production.

As the CST and CAHSEE sunsets, and Canyon Ridge looks toward the SBAC assessments, the data available to the school at this time is possibly too old to be relevant to the current student population. The statistical significance of the majority of external data, such as CST or CAHSEE, is of limited use due to the high mobility rate and the low number of students.

Smarter Balanced summative assessment test is designed to provide a more detailed and accurate snapshot of achievement. Students are given questions that require deeper thinking about a theme in literature, or about the concepts of algebra/geometry. They get more, or less, difficult based on which ones a student answers correctly, and, in theory, no two students will be presented with the exact same test. The test also requires some written answers, in addition to the more familiar multiple-choice format.

CAASPP results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as, classroom assignments and grades, classrooms tests, formal and informal assessments, report cards, credit production rate, and teacher feedback.

### **DISTRICT COMMON FORMATIVE WRITING ASSESSMENT**

As students at Canyon Ridge achieve the schoolwide learning outcomes of Consume, Curate, and Create, the participation in the district single common formative writing assessment provides teachers with actionable data to monitor progress towards these outcomes. The writing prompt is graded through a shared rubric and given three times each year. The schoolwide focus on literacy makes this data relevant to all departments in



evaluating student learning and progress toward an increase in college- and career-readiness.

In the past three years, CRHS has experienced many changes in regard 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.

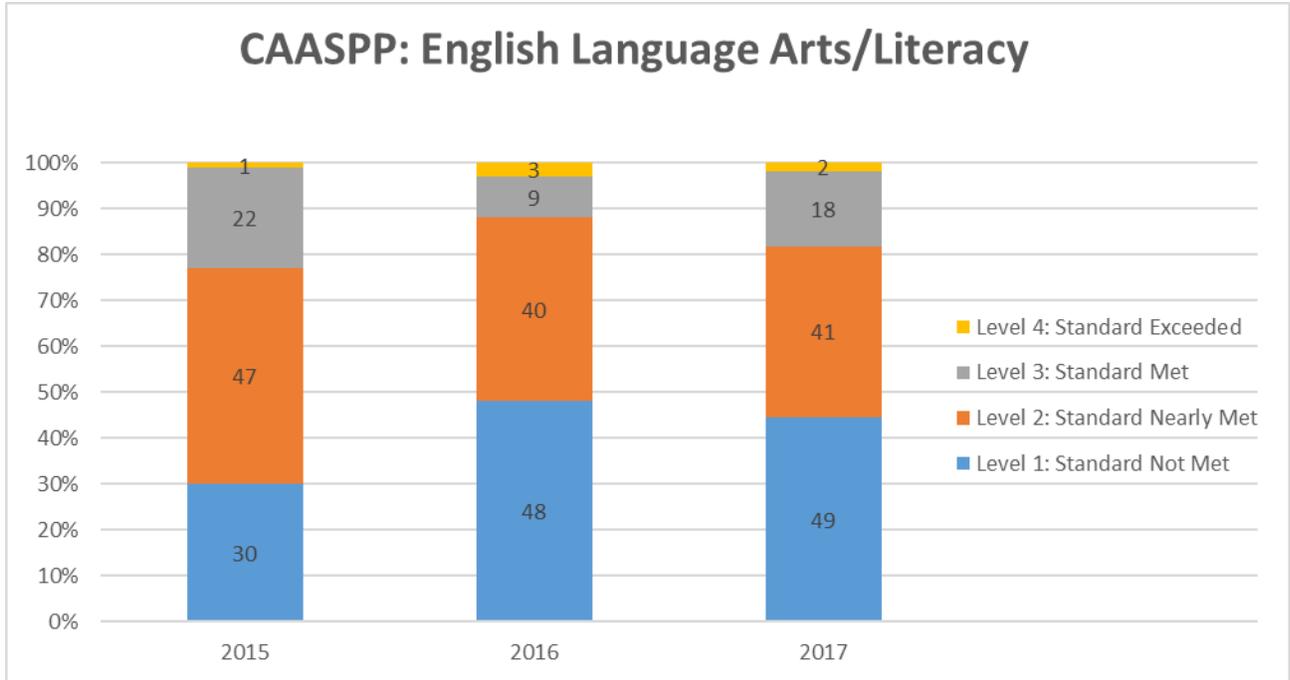


**CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)**

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.

**CAASPP Results: English Language Arts/Literacy**

<b>OVERALL ACHIEVEMENT</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Number of Students Enrolled	103	117	98
Number of Students Tested	91	106	90
Number of Students with Scores	91	106	90
Standard Exceeded: Level 4	1%	3%	2%
Standard Met: Level 3	22%	9%	18%
Standard Nearly Met: Level 2	47%	40%	41%
Standard Not Met: Level 1	30%	48%	49%



<b>READING</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	7%	8%	7%
At or Near Standard	62%	55%	51%
Below Standard	32%	38%	42%

<b>WRITING</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	7%	3%	3%
At or Near Standard	51%	38%	39%
Below Standard	43%	59%	57%



<b>LISTENING</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	3%	3%	11%
At or Near Standard	75%	66%	71%
Below Standard	22%	31%	17%

<b>RESEARCH/INQUIRY</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	7%	6%	5%
At or Near Standard	62%	62%	54%
Below Standard	32%	22%	41%

California students are falling short of state learning targets and are not on track to succeed in college. The results show our starting point. Canyon Ridge staff encourages students to take the test seriously. However, many students need to make more progress on their academic achievement. Although all stakeholders at Canyon Ridge High School would wish for higher results/scores, these percentages represent a baseline scores for students who did not spend their entire high school career at Canyon Ridge. However, adjustments are made to instruction to correlate with state standards.

Based on the CAASPP, English Language Arts results, about 92% of 11th grade Canyon Ridge High School students participated in the Fall 2017 SBAC/ELA assessment. Reported results indicate 20% of students met or exceeded the standard, 41% nearly met the standard and 49% not met.

After analyzing the Area Achievement Levels Descriptors Canyon Ridge staff was able to conclude the following:

READING -- 58% of Canyon Ridge students are above or near the standard



WRITING -- 42% of Canyon Ridge students are above or near the standard

LISTENING -- 82% of Canyon Ridge students are above or near the standard

RESEARCH/INQUIRY -- 59% of Canyon Ridge students are above or near the standard

**CAASPP Results: Mathematics**

<b>OVERALL ACHIEVEMENT</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Number of Students Enrolled	103	115	98
Number of Students Tested	90	103	92
Number of Students with Scores	89	102	92
Standard Exceeded: Level 4	0%	0%	0%
Standard Met: Level 3	0%	3%	0%
Standard Nearly Met: Level 2	9%	7%	13%
Standard Not Met: Level 1	91%	90%	84%



Based on CAASPP Mathematics results, 94% of 11th grade Canyon Ridge High School students participated in the SBAC/Math assessment. The Fall 2017 Mathematics results indicate that 3% of students met or exceeded the standard, 13% nearly met the standard and 84% did not meet the proposed standard.

CONCEPTS & PROCEDURES	2015	2016	2017
Above Standard	0%	1%	1%
At or Near Standard	9%	7%	9%
Below Standard	91%	92%	90%



<b>PROBLEM SOLVING &amp; DATA ANALYSIS</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	0%	0%	0%
At or Near Standard	42%	32%	29%
Below Standard	58%	68%	70%

<b>COMMUNICATING REASONING</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Above Standard	1%	1%	0%
At or Near Standard	47%	45%	32%
Below Standard	52%	54%	68%

After analyzing the Area Achievement Levels Descriptors Canyon Ridge staff was able to conclude the following:

CONCEPTS & PROCEDURES -- 10% of Canyon Ridge students are above or near the standard

PROBLEM SOLVING & MODELING/DATA ANALYSIS -- 29% of Canyon Ridge students are above or near the standard

COMMUNICATING/REASONING --32% of Canyon Ridge students are above or near the standard

Although Canyon Ridge students are performing significantly below the traditional high schools, Canyon Ridge staff is working together to provide more individualized learning for each of our students, addressing students' individual needs. The results and percentages are not at an acceptable level; the staff understands that these scores are a not a true indicator of students' knowledge and intelligence.

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



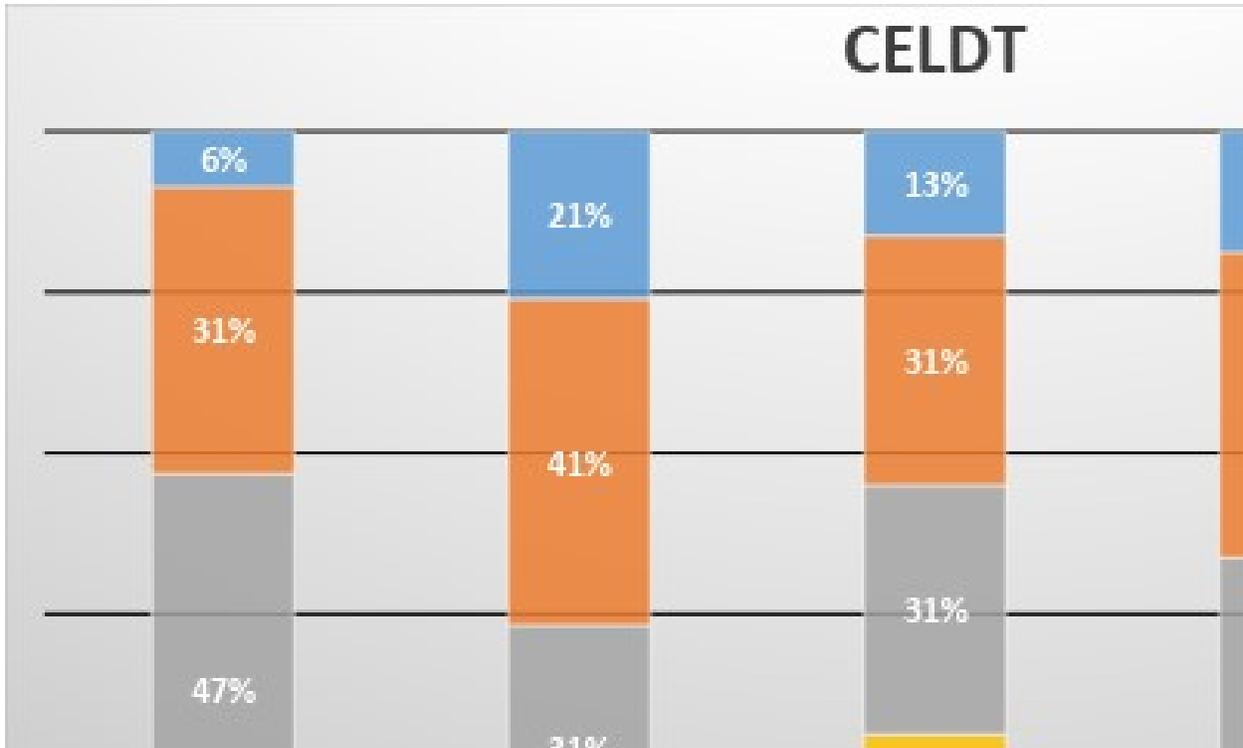
in this process. CRHS administration and math staff have participated in district curriculum presentations and participated in the secondary math textbook adoption process in order to be adequately prepared for this transition.

**California English Language Development Test (CELDT)**

Each year, the population of students at Canyon Ridge High School changes dramatically, which includes the 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 native English speakers, when they are in fact, English Language Learners. Results from the 2014-2015 CELDT test are as follows:

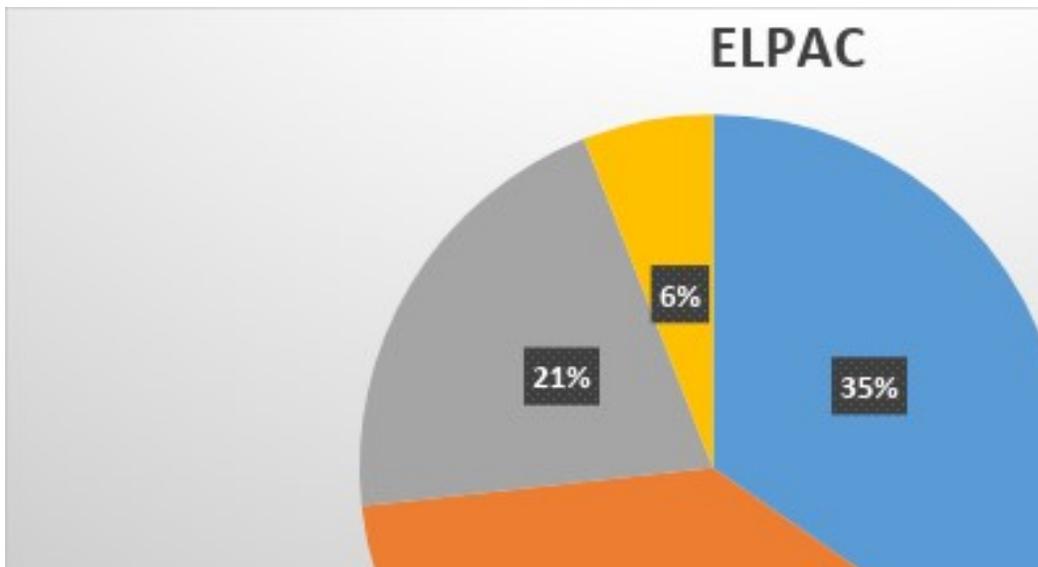
**CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)**

	<b>Total Tested</b>	<b>Advanced</b>	<b>Early Advanced</b>	<b>Intermediate</b>	<b>Early Intermediate</b>	<b>Beginning</b>
<b>2012-2013</b>	32	6%	31%	47%	3%	0%
<b>2013-2014</b>	39	21%	41%	31%	8%	0%
<b>2014-2015</b>	32	13%	31%	31%	16%	9%
<b>2015-2016</b>	47	15%	38%	32%	13%	2%
<b>2016-2017</b>	45	16%	42%	31%	9%	2%



### ELPAC

	Total Tested	Level 4	Level 3	Level 2	Level 1
<b>2017-2018</b>	46	35%	39%	21%	6%





Canyon Ridge High School used to administer CELDT. However, last school year ELPAC was implemented as the new assessment platform. According to the ELPAC, the data reports that 46 students participated in the exam. The staff at Canyon Ridge High School continues to work hard to provide students with the skills and knowledge needed to earn reclassification. Over 74% of all students tested are placed in a “moderately developed” English skills or higher. Only 6% of students scored in the “beginning stage” range.

Current ELPAC testing results indicate that further progress is needed in students advancing toward proficiency and designated growth targets. Interventions have been implemented and are making an impact in the area of proficiency and student progress toward targeted goals. From its inception, the EL Task Force has made significant changes that have led to progress toward EL student proficiency through the following actions: teacher training, increasing parent understanding and awareness of EL strategies and methods, purchasing additional instructional materials designed to help and enhance the EL/ELD curriculum (with emphasis in the area of English and math), and increasing EL/ELD support.

The overall CELDT results for Canyon Ridge students indicate that most Raven students score at the Intermediate level or higher. Due to the transiency of the student body, students generally are not enrolled for multiple years; therefore, using CELDT data is difficult. Prior to the 2014-2015 school year, Canyon Ridge had implemented an after - school FLAIR program designed to assist English Learners in developing the academic skills needed to be successful. The program was defunded, so the program has ended.

### **STUDENT ACTIVITY**

Students have an array of activities to build connective to the school. Teachers and staff encourage and support student academic success along with their social emotional needs. Students are able to participate in the following activities on campus.

- ASB
- Automotive Engineering
- Sound Pitt
- Recording Studio
- Yearbook
- 3-D printing
- Arcade
- Critical Film Theory



### **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, take place during pre-service meetings at the beginning of every school year. A copy of the school site safety plan may be obtained on campus 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, invited guests and Teachers-on-Assignment (TOA). 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 as needed 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 Common Core 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)



- DOK
- HESS Cognitive Rigor Matrix
- 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 courses
- Blended Learning
- Expository Writing Training
- Units of Study
- Google / Chromebook
- Web 2.0- SAMR (Substitution, Augmentation, Modification, and Redefinition)
- CUE- Computer-Using Educators conferences
- National History Conference
- California Art Conference
- ISTE (International Society for Technology in Education)
- Document Based Question (DBQ) training
- Naviance Implementation training
- Transforming School Culture presentation



**Staff Profile**

<b>TEACHERS</b>	Gender	Female	60%
		Male	40%
	Highly Qualified	Yes	100%**
		No	0%
	Education Level	Bachelors	40%
		Masters	60%
		Doctorate	0%
	Ethnicity	Hispanic	8%
		White	75%
		African American	17%
		Declined to State	
	<b>TOTAL TEACHERS</b>		12

\*\*Although CRHS teachers are all 100% highly qualified, two teachers are teaching out of their highly qualified area due to the student needs. CRHS falls under the “small school” settings.

<b>CLASSIFIED</b>	Gender	Female	89%
		Male	11%
	Ethnicity	Hispanic	33%
		White	67%
		African American	0%
<b>TOTAL CLASSIFIED</b>		18	



### **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

Conference Room = 1

Media Center = 1

### **CAMPUS SUPERVISION**

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. Anytime 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 part-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, or possible referral to the Juvenile Probation Office.

### **CAMPUS MAINTENANCE**

The custodial staff and the 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 assistant 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 or her 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.

### **SUMMARY FROM PERCEPTION DATA**

Canyon Ridge administers various surveys throughout the year. The leadership survey given to all faculty and the results have shown that the staff feels supported in their professional development needs, communication is strong, the campus is safe. Parent and student survey, that is given to meet Title I requirements, indicates that parents feel positive about the safety and culture of the campus. The overwhelming majority feels that their students are receiving a well-rounded education that is preparing them for the 21st century. Students feel connected and invested in the campus. Additionally, students feel comfortable talking to the counselor or staff members about concerns. The one-to-one program provides great access to technology for all students.

### **SUMMARY OF DATA**

Canyon Ridge High School is committed to ongoing analysis of student success as determined by multiple forms of qualitative and quantitative data. Working in the Leadership Team, focus groups and home groups, staff members use data to determine the needs of the students and the professional development needs of the staff. Looking at multiple measures of student achievement data along with demographic data from the 2013 full self-study to the current school year, the following trends have been noted:

- The number of graduates has increased from 50 in 2013 to 94 in 2017.
- The suspension rate, has decreased since the inception of the focus on the “whole student” and Social Emotional Learning.
- Percent of low SES students, as determined by free and reduced lunch enrollment, has increased from 79% to 84%.
- ADA percentage slightly shifted from 98% in 2013 to 87% in 2017.
- Reading assessments conducted by the English department indicate that a



significant number of CRHS students are reading below grade level.

- The English D/F rate has decreased from 35% to 23%.
- Average credit production per student has increased from 5.1 units per grading period to 9.8 units per grading period
- CAASPP results indicate that 49% of 11<sup>th</sup> grade students are below standard in ELA and 84% of 11<sup>th</sup> grade students are below standard in mathematics.

### **IMPLICATIONS FROM THE DATA**

Based upon the above observations from data analysis, we have identified the following critical learner needs and their correlated student learner outcomes:

- Improve math proficiency as measured by grades in the course and CAASPP pass rates. Mathematics is the gateway to college and career preparedness, and current results indicate CRHS students are not adequately prepared for college.
- Improve reading skills in order to provide students with access to the curriculum, especially for the EL population.
- Improve attendance rate for all students.

### **QUESTIONS ARISING FROM THE DATA**

The following questions have been raised by analysis of the student performance, demographic, perception, and progress data:

- How can we be more precise in our determination of supports for our struggling students?
- How can we increase the effectiveness and availability of interventions?
- How do we support the social and emotional needs of our students in order to build their academic success?
- What can we do to increase literacy in the areas of consuming, curating and creating, to help students engage complex texts?
- How do we further develop and refine our culture to impact student success?
- What are we doing to increase parent involvement?
- How do we connect with the community and support our students in being college and career ready?

**WASC 2019**



**RAVENS**  
CANYON RIDGE HIGH SCHOOL



**CHAPTER 3a**  
**SELF STUDY**



## Chapter III: Self-Study Findings

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

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; 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 and be college and career ready.

**A1.1. Prompt:** Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

#### Findings

The vision of Canyon Ridge High School is to be a catalyst that ignites a passion for learning. The staff and administration at CRHS feels that is best done by promoting a positive social & emotional learning environment, with a focus on academic excellence. The Canyon Ridge mission 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. Recently, Canyon Ridge updated the Student Learning Outcomes to: **Consume, Curate, and Create**, which will help to prepare students with the skills they will need for life after high school.

#### Supporting Evidence

- Mission/vision statements
- Student handbook
- District LCAP
- SLOs
- Literacy Task Force work
- Innovate Ed work
- Leadership team meetings
- Wednesday collaboration sessions
- Staff agenda topics
- Buddy Mentor days
- Credit conversations
- Student Growth Mindset Cards

The Student Learner Outcomes were inspired by the Literacy Task Force work and Innovate Ed process. The Literacy Task Force analyze student data and programs across the district on reading levels and habits in Hesperia Unified School District. At the Innovate Ed workshops, faculty considered student data, the LCAP, and future global competencies to determine the most important focus for the school. Teacher representatives from the site participated at both of these workshops and shared out findings with the rest of the staff. At that point, the staff discussed Canyon Ridges' student and community profile data. They considered not only areas of weakness when



students arrive, but also areas of weakness when students graduate. Staff agreed on the importance of literacy for Canyon Ridge students, but an updated definition of literacy for 21st century demands, was needed. Staff concluded that students needed to be able to:

*effectively navigate and **consume** texts---whether written, spoken, or visual---understanding, comprehending and sharing the basic message (Communication), identify and **curate** main ideas/main points, key details/evidence, and inferences through deconstructing, analyzing, evaluating, and organizing elements of a text for value, meaning, purpose, and validity (Critical Thinking & Collaboration), and **create** new messages that express both a complex understanding of curated content, as well as moving towards new innovative ideas built from multiple sources (Create).*

With this definition Canyon Ridge arrived at the current Student Learning Outcomes, which are student-focused and also align with and reinforce the district’s emphasis on the Literacy through innovation, 21st century learning, and the 4C’s: Communication, Critical Thinking, Collaboration, and Creation.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The staff participate in the evaluation and refinement of the vision, mission, and schoolwide learner outcomes at the staff meetings, the leadership team meetings (which are open to any staff members), the Wednesday collaboration meetings, and the common prep periods. The staff also participate in an ongoing review of the school purpose and the student learning outcomes based on student performance data. Students and parents have the opportunity to participate at Back-to-School Nights, ELAC meetings, through WASC surveys, and the School Site Council meetings. The parent participation is less than ideal, and CRHS is investigating ways to increase that involvement.</p>	<ul style="list-style-type: none"> <li>● School Site Council</li> <li>● SLOs</li> <li>● Mission/Vision statements</li> <li>● Collaboration Wednesdays</li> <li>● Common Prep time</li> <li>● InnovateEd training and results</li> <li>● Leadership Team meetings</li> <li>● Monthly staff meetings</li> <li>● Yearly themes</li> <li>● Growth Mindset Cards</li> </ul>



Starting during the 2017-18 school year, the district started the process of bringing coherence between school sites and district office goals. Canyon Ridge is active in this process and regularly attends Innovate Ed and Site Leadership Team (SLT) meetings. The purpose of these meetings is to provide time for Canyon Ridge to develop and refine our school focus. Canyon Ridge High School’s goals for the 2018-19 school year is to gain clarity and understanding on deepening learning for our students and to further refine our existing school focus. At the beginning of each school year administration elects two to three credentialed staff members to attend these Innovate Ed / SLT meetings. In the past two years five different teachers have represented the credentialed staff at these meetings to share the information. The results of those meetings are discussed with the leadership team, who make contributions, and then ideas are shared with the entire staff for further discussion. These shared values are evident around campus, at the student awards ceremonies, in the yearbook themes, and in written communications. This raises awareness of the vision, mission, and purpose of Canyon Ridge, so that refinement and realignment are ongoing.

- Wall of graduates
- Staff newsletter
- LCAP
- SPSA

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
From guests who are visiting campus, to students who are expected to leave old loyalties behind to become a Raven, the school’s vision, mission, and schoolwide learner outcomes influence the Canyon Ridge experience. For example, in the media center, Canyon Ridge maintains a Wall of Graduates which lists names of all Raven alumni, showing the ongoing vision of academic success. In the front office, there is a photographic display of the current year’s graduates. Students and families often take photos of these visual examples of the Canyon Ridge mission as	<ul style="list-style-type: none"> <li>● Family orientations</li> <li>● Student handbook</li> <li>● Growth Mindset Cards</li> <li>● Leadership Team meetings</li> <li>● LCAP</li> <li>● School Website</li> <li>● Wall of Graduates</li> <li>● office marquee</li> <li>● #myravenstory</li> </ul>



keepsakes for themselves.

Even before the first day of school, students and their families learn about the vision for Canyon Ridge. Families attend an orientation meeting with the counselor and administrative team where they first hear about the mission. The student handbook reinforces the vision and theme in a written form. As the school year begins, a theme is introduced for the year. The yearly themes help to create understanding and buy-in, on the part of all stakeholders, for the vision of Canyon Ridge. For example, this year Canyon Ridge is emphasizing the importance of a growth mindset for academic success. An assembly was held to explain the concept of a growth mindset. All teachers shared their vision for aspects of growth mindset, and a call to action was created for the students with the Growth Mindset cards. These cards are unique to Canyon Ridge and contain the soft skills that Canyon Ridge students need most in the family, community, and business world. The cards have positively impacted student behavior, and student participation reflects a widespread commitment to the vision of Canyon Ridge.

- CRHS Twitter feed
- Back-to-School night
- County psychologist
- County invitations and visits
- Career Fair participants
- Mock interviewers
- Why Try program

The San Bernardino County Office of Education is committed to supporting the Canyon Ridge vision and shows this by providing special services to Ravens. A county psychologist meets individually with students, if needed. The Why Try program, overseen by the Assistant Principal, provides emotional coping skills and motivation for students who struggle the most. At the county's yearly Student Advisory Panel, Canyon Ridge Ravens are encouraged to participate alongside college-bound peers from around the county to discuss and present ideas to elected officials. This impacts students' perception of Canyon Ridge and improves their levels of motivation, but this is always an area which has room for improvement since many students have struggled with school in the past.

Several representatives from the business community show their support of the Canyon Ridge vision by volunteering their time for various aspects of the program including consulting on the automotive engineering



program, and the multimedia production program, and contributing to the art program and the ROP program. Students seem to appreciate this participation from the community, lending legitimacy to the program.



## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The governing board communicates relevant issues with the district on a regular basis, usually at monthly school board meetings. At these open meetings the district cabinet and student representatives from the sites can share data, program progress, events, and student achievement results with the board, in a public forum. The district office communicates with sites by hosting weekly management meetings with administrators, who then can pass along any policy or procedure changes. Recently they have also implemented a district wide approach to leadership and reform with the Innovate Ed program. This program is to be the catalyst in developing district coherence between Canyon Ridge and district office goals. The emphasis is on moving away from ad hoc projects and reforms to intentional selections of goals needed for the school. Participants learn to be aware of importance of focusing school direction, collaborating, securing accountability, and deepening learning. Leadership from the middle and finding the “right mindset for action” are the byproducts of the process which helps students to experience a more relevant educational experience. The Innovate Ed program has been ongoing for the last two years and is part of the Coherence Framework described by Michael Fullan and Joanne Quinn.</p>	<ul style="list-style-type: none"> <li>● Board meeting schedule</li> <li>● Posted board meeting agendas</li> <li>● Posted board meeting minutes</li> <li>● School board newsletters</li> <li>● Innovate Ed program</li> <li>● HUSD standards and policies</li> <li>● SARC</li> <li>● <i>Coherence</i> by Michael Fullan</li> </ul>



## Governing Board and Stakeholder Involvement

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>The district website contains the Board’s Policies, administrative regulations, Uniform complaint procedures, Infinite Campus links for parents, and nutritional food service calendars. This assures that important resources are accessible to stakeholders. Additionally, board meeting agendas, calendar, and meeting minutes are also available on the website. Parents are invited to participate in board business by, among other things, attending the meetings and speaking directly to members. Board members have their individual contact information on the website, inviting the community to give input. Phone messages go out to the community alerting them of upcoming district or school-site-specific meetings to get stakeholder input. Local newspapers and social media cover district events and news. The district sponsors a Principal for a Day program where members of the community can visit the campuses, learn about the educational programs, and network. The district is a large and important presence in the community.</p>	<ul style="list-style-type: none"> <li>● HUSD website</li> <li>● Automated phone messages</li> <li>● School website</li> <li>● Newspaper coverage</li> <li>● School Site Council meetings</li> <li>● ELAC meetings</li> <li>● LCAP meetings</li> <li>● Principal for a Day program</li> </ul>

Parents especially have the opportunity to participate in the school’s governance through School Site Council and ELAC meetings, as well as LCAP planning and board meetings. Actual parent participation is an area that Canyon Ridge is working on increasing.

### Uniform Complaint Procedures

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).

Findings	Supporting Evidence
<p>Each year the district office trains site administrators in Uniform Complaint procedures. CRHS administrators</p>	<ul style="list-style-type: none"> <li>● Yearly district trainings</li> <li>● HUSD / CRHS websites</li> </ul>



attend these informational meetings. Uniform Complaint forms are available to the public. They are located in the front office and are also available on the district's website. The front office staff provide these materials upon request by parents or students. This assures that Canyon Ridge is in compliance with CA Ed. code and is accountable to stakeholders.



### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Indicators with Prompts

##### Broad-Based and Collaborative

**A3.1. Indicator:** The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>The leadership team and Canyon Ridge is very active, meeting monthly to participate in a continuous improvement cycle. Student progress and areas of challenge are discussed and analyzed. New programs, policies, committee tasks, and approaches are considered and shared with staff. The team collaborates and communicates with the entire staff and the administration to shape and guide the direction of the school. Leadership and staff discuss curricula, pedagogy, and assessment. Decisions are made that become part of the SPSA or other site plans. Collaboration Wednesdays are used for staff development on pedagogy, technology, campus issues, English learner strategies, data analysis, and the WASC process. Student intervention meetings are held each grading period to brainstorm ideas for struggling students. The group selects appropriate interventions for each student. The staff meet monthly to discuss and refine the Growth Mindset cards. The discussions center around giving feedback and improving the cards. Finally, a buddy / collaboration system was introduced this year to stimulate a fresh perspective on the classroom. Teachers choose how they will spend their development hours and many of them use the time to observe other school sites, again to bring a different view of the site’s strengths and growth needs. The results of these efforts are a rich and varied approach to pedagogy. Students know that staff are working together and results in one class are shared with other staff members. Students experience opportunities to consume, curate, and create in sometimes new and</p>	<ul style="list-style-type: none"> <li>● Staff meetings</li> <li>● Department meetings</li> <li>● Leadership Team meetings</li> <li>● Collaboration Wednesdays</li> <li>● Student achievement results</li> <li>● WASC focus groups</li> <li>● School Site Council meetings</li> <li>● School vision and mission statements</li> <li>● SPSA</li> <li>● Buddy/Mentors days</li> <li>● Growth Mindset Card meetings</li> <li>● Student intervention meetings</li> </ul>



different ways.

### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>The Canyon Ridge Single Plan for Student Achievement is updated and reviewed by the leadership team annually. Throughout the course of the school year the SPSA is updated as individual departments review and analyze data.</p>	<ul style="list-style-type: none"> <li>● CRHS SPSA</li> <li>● Leadership team</li> <li>● School site council</li> <li>● LCAP</li> <li>● CA School Dashboard</li> <li>● CRHS Student Learning Outcomes</li> <li>● 4C's</li> </ul>
<p>As instructional items are purchased through categorical funds, administration cites specific SPSA goals to ensure that the materials are been assigned to the appropriate students and staff. The school goals for improving student achievement at Canyon Ridge are to increase academic achievement, improve and increase parent involvement and participation, recognize student achievement and attendance, and to promote 21st century literacy skills across all disciplines. These align with the district’s emphasis on the 4 C’s and preparing students for the future. This emphasis has resulted in bringing in new technologies and opportunities for student growth.</p>	
<p>As CRHS serves a fluid student population, updates and revisions are based on addressing the changing needs of the students. During the second semester of the 2017-18 school year, CRHS adopted new student learning outcomes of consumers, curators, and creators. The adoption of these new SLOs are in conjunction with the work of the site leadership team at the InnovateEd/Coherence planning sessions and they are aligned with the district's focus on literacy through innovation and the four C's: Critical Thinking, Collaboration, Communication, and Creativity.</p>	



**Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>During the 2016-17 school year, CRHS started having monthly leadership team meetings, which are open to all staff members, to provide a forum for discussion and decision-making about school programs. The administration shares an agenda before the meeting and opportunities are available for discussing various topics, including student discipline, site policies, academic concerns and successes, etc. Additionally, every Wednesday the CRHS staff participates in Wednesday Collaboration sessions that allow staff to collaborate on such things as student intervention plans and Growth Mindset card feedback. The schedule for Wednesday collaborations is created in partnership with the Leadership team and Administration. This has kept topics relevant to the site’s needs. The buddy/mentor days are pairs of teachers who are given time to collaborate together on any aspect of professional development, classroom management or pedagogy. Pairs of teachers have elected to observe other schools, and other districts, and to survey community entities to find out what would make Canyon Ridge students more qualified, etc. They then discuss and analyze their findings and share their perspectives with the rest of the staff.</p>	<ul style="list-style-type: none"> <li>● Staff meetings</li> <li>● Leadership team meetings</li> <li>● Student intervention meetings</li> <li>● Credit conversations</li> <li>● Class observations</li> <li>● Professional goals</li> <li>● Growth Mindset card meetings</li> <li>● Wednesday collab</li> <li>● Buddy/Mentor days</li> <li>● School Site Council</li> <li>● Student Support teams</li> <li>● Teacher led curriculum/planning</li> <li>● cross-curricular projects</li> </ul>

Teachers at Canyon Ridge are evaluated every two years however, the district does support a range, from 2 to 5-year evaluation cycles. The current administration at Canyon Ridge supports a two year rotation for the evaluation of all certificated staff. The evaluation process has the certificated staff member and administration sit down and jointly construct professional goals for the upcoming evaluation year.

During the 2016-17 school year, administration started having bimonthly credit conversations. These



conversations provide an opportunity for each teacher and administration to sit down and have a conversation about student/classroom performance, instructional needs, and the next steps for professional growth.

With extra-curricular or curriculum augmentation programs (SoundPitt, AEP, etc...), the administration takes a facilitating role and consults with the teachers regarding curriculum changes or teaching modalities, rather than dictating a prescribed (canned) curriculum. This, in turn, empowers the teachers to take the lead and have a full stake in the decision making process for their particular curriculum. This has resulted in many different approaches and a sense of freedom to take risks to implement innovative lessons for students.

**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>Staff members communicate regularly in both formal and informal forums. Emails, phone calls and face-to-face discussions are commonplace. Newsletters and announcements come from the administrative office to the entire staff. WASC progress and ASB updates are also shared with everyone and are ongoing. Weekly calendar meetings are held for office staff to prepare for the upcoming week’s calendar of events. Monthly planned staff meetings usually have agendas which are either printed out (or shared online beforehand) giving staff members the opportunity to plan and contribute. Canyon Ridge uses online calendars as well as a master calendar to coordinate activities and meetings. The site leadership team meet monthly with administration specifically to address any areas of concern or to participate in decision making. Discussions and decisions are then shared with the rest of the staff. Staff have many different effective ways to communicate and to address concerns with one another.</p>	<ul style="list-style-type: none"> <li>● Staff meetings</li> <li>● Weekly classified meetings</li> <li>● office staff calendar meetings</li> <li>● Leadership meetings</li> <li>● Online agendas</li> <li>● Discipline binder in office</li> <li>● Emails</li> <li>● School calendars</li> <li>● Newsletters</li> <li>● Announcements</li> <li>● Collaborative documents</li> <li>● student intervention meetings</li> </ul>

For problems, the site union representatives, HTA and



CSEA, are active and meet with administration as needed, to address any areas of concern. An informational bulletin board for both unions is current and well-maintained.

Emergency preparedness communication protocols, such as meetings, handbook, and drills, are scheduled and conducted. The post-drill meetings or emails are opportunities to give feedback or to discuss concerns. Occasionally, first responders address the staff for further training.

Any disciplinary actions for students are documented and accessible by staff, online in Infinite Campus and in the discipline binder, which is located in the office. Student intervention meetings are held to give everyone a chance to discuss students who are struggling. Before the meeting, a collaborative document is created to give everyone the opportunity to contribute and to prepare for the meeting. This impacts struggling students because when they are identified as a concern, they begin to receive these additional interventions.



## A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Indicators with Prompts

#### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>HUSD hires highly qualified staff. New teachers must complete the New Teacher Academy. In addition to hiring highly qualified staff, employees are given opportunities each year for professional development, both within the district and through other agencies. The school board and site principals allocate funds to allow staff to attend professional development opportunities. There is a master list of pre-approved conferences as well as procedures in place to be able to attend new conferences. This is an effective process because it is resulting in highly qualified staff site wide.</p>	<ul style="list-style-type: none"> <li>● Professional development</li> <li>● Observations</li> <li>● Evaluations</li> <li>● 4 Cs walk-thrus</li> <li>● County walk-thrus</li> <li>● Professional goals</li> <li>● Wednesday collab schedule</li> <li>● Board approved conferences</li> <li>● Buddy/collaboration</li> </ul>
<p>Administrators and staff develop professional goals and follow up with observations, feedback, and evaluations. Wednesday collaborations are often used for professional development are for sharing best practices. Teachers often take the initiative for professional development. This year teachers partnered up as buddy/collaboration. Administration gave teachers time out of the classroom to pursue their professional interests. Teachers chose to use the time to observe classrooms, discuss best practices, reflect, and then share out with the rest of the faculty.</p>	



**Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Board policy states that the duties, responsibilities, and district’s expectations for staff are clearly defined and made known to each member of the staff. Job description binders are kept, available to all, in the office. In addition, each employee is held accountable for duties assigned to him or her and undergoes regular performance evaluations, in accordance with the law and negotiated agreements.</p>	<ul style="list-style-type: none"> <li>● Board policy</li> <li>● Administrative regulations</li> <li>● BTSA</li> <li>● Teacher Evaluation/Goals</li> <li>● HTA contract</li> <li>● CSEA contract</li> <li>● Administrative training</li> <li>● Job description binders</li> </ul>

**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<p>All CRHS teachers are challenged to seek out professional development opportunities to further their understanding of current educational trends in student performance. Canyon Ridge staff effectively uses collaboration Wednesdays in order implement site created professional development opportunities. Teachers at Canyon Ridge attend professional development opportunities related to their subject but have also been challenged to seek out nontraditional opportunities as well. During the 2018-19 school year administration challenged the certificated staff by implementing a buddy collaboration system. Each staff member has a mentor to assist them in planning, preparing, and implementing new instructional and curriculum processes. The buddy collaboration system also allows certificated staff the opportunity to leave the campus to see what other similar school sites are doing to</p>	<ul style="list-style-type: none"> <li>● SPSA</li> <li>● Wednesday collaboration</li> <li>● Staff meetings</li> <li>● Professional goals</li> <li>● District coaches</li> <li>● Buddy/Collab days</li> <li>● Title I allocation</li> <li>● Innovate Ed</li> </ul>



maximize student performance and achievement. The staff at Canyon Ridge also have access to district coaches to further assist them in building and connecting content to students. These elements have contributed to Canyon Ridge’s improving reputation and to students’ improved perception of the program.

**Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Canyon Ridge administration works with the entire staff to establish and work towards or maintain professional goals. Administrators routinely visit classrooms and maintain a presence on campus. Suggested readings, such as <i>Fail Forward</i> and <i>Education Revolution</i> are shared, provided, and discussed with staff. Teachers are encouraged, and given time, to collaborate on all aspects of pedagogy. More formally, the regular evaluation process has the certificated staff member and an administrator sit down and jointly construct professional goals for the upcoming evaluation year. After the conversation, the administrator then observes the teacher in the classroom, looking for the previously identified goals. They then meet to discuss and evaluate the observations as well as potential areas of growth and strength.</p>	<ul style="list-style-type: none"> <li>●HTA Contract</li> <li>●Classified contract</li> <li>●Teacher observations</li> <li>●Professional goals</li> <li>●Teacher evaluations</li> <li>●Yearly staff survey re: administration</li> </ul>

Each year faculty members complete a survey regarding the performance of the administration. The results of the survey are shared with the district office and with the administration to look for areas of strength and growth. This results in a school wide culture of professional self-improvement.



## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators with Prompts

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>During the 2015-16 school year, CRHS administration successfully completed the process of becoming a Title I school. As a result, Title I funds are allocated thoughtfully across all subject areas to assist at-risk students with academic achievement, SLOs, and graduation requirements. Categorical resource allocation is in reference to the current SPSA. The Canyon Ridge administration works with the leadership team to ensure that departments are receiving the necessary supports under the Title I schoolwide guidelines. School Site Council meets to discuss allocation of funds in the context of students’ needs. This provides assurance that resources are being allocated properly for improved programs and resources which connect to current student learning outcomes. For example, offering a variety of electives was an area of concern, so the Odyssey program was implemented to address that concern. Each year, to date, the results of the Odyssey program and the impact on students, have warranted renewing the program.</p>	<ul style="list-style-type: none"> <li>● Vision/Mission statements</li> <li>● SLOs</li> <li>● LCAP</li> <li>● SPSA</li> <li>● Title I status</li> <li>● School Site council</li> <li>● Budget allocations</li> <li>● Leadership meetings</li> <li>● Department meetings with administration</li> <li>● Graduation rates</li> <li>● Odyssey program</li> <li>● Automotive Engineering program</li> <li>● Sound Pitt studio</li> <li>● Credit production</li> </ul>

The need for literacy in the 21st century inspired an increased implementation of alternative programs such as the Automotive Engineering program and the Sound Pitt studio. The allocation of funds to programs that relate to students’ interests have created a small school with exceptional opportunities for 21st century learning.



Student engagement has increased as Ravens learned to work with new technologies in a professional and creative manner. The impact has been an increase in student engagement. More students are meeting their academic needs by recovering credits and graduating from Canyon Ridge. The impact is seen in the trend of more students wanting to stay and complete their high school diploma at CRHS, rather than returning to their home high school to graduate.

**Practices**

**A5.2. Indicator:** There are district practices and 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.

**A5.2. Prompt:** *Evaluate the effectiveness of 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
<p>Canyon Ridge high school receives a budget projection every year and this is based upon the current state budget's preliminary projections in May. Additionally, categorical allocations are made at the same time and have been traditionally based on average daily attendance rates. The district office assists Canyon Ridge administration and shares this information with all key stakeholders. This assures that students' needs are attended to.</p>	<ul style="list-style-type: none"> <li>●SPSA</li> <li>●HUSD policies and procedures</li> <li>●FCMAT policies</li> <li>●FCMAT training</li> <li>●SARC</li> <li>●ASB audits</li> <li>●Attendance audits</li> </ul>
<p>The ASB office and the attendance office at Canyon Ridge work with the district office to stay current and compliant with district policies. For example, each year the district office conducts a FCMAT and ASB training. Both ASB and the attendance office are also audited by an outside source every year. This ensures that Canyon Ridge is properly following formal practices prescribed by district and state policies to protect individuals and the site.</p>	
<p><b>Facilities</b></p>	
<p><b>A5.3. Indicator:</b> The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.</p>	
<p><b>A5.3. Prompt:</b> <i>Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.</i></p>	



Findings	Supporting Evidence
<p>Canyon Ridge provides a safe, clean environment for learning through proper maintenance and supervision. Each classroom has furniture in good condition. Heating and cooling systems are well-maintained. Security cameras cover the halls. The grounds outside and the interiors of the classrooms are in good condition and are attended to daily. Any issues that do arise are handled in a timely manner by the custodian or the district Maintenance and Operations department. The result is a clean, well-kept physical environment conducive to student learning.</p>	<ul style="list-style-type: none"> <li>● Day lead custodian</li> <li>● Daily maintenance procedures</li> <li>● M&amp;O department protocols</li> </ul>

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and 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.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Canyon Ridge administration and faculty evaluate and adjust programs and resources for the changing needs of the students through monthly leadership team meetings, credit conversations, and staff meetings. The needs of the school site as well as individual departments’ needs are considered. The result has been that students have access to innovative technologies and current resources. School Site council meet to discuss and approve expenditures, keeping student achievement as the focus. All CRHS classrooms are in compliance with the Williams Act.</p> <p>CRHS piloted, implemented, and maintains the Odyssey online learning program, as a complement to traditional classes, in order to offer students access to multiple elective opportunities, as well as certain core subjects. This is a site expense that is evaluated each year to determine whether it is maintaining its effectiveness for the cost.</p> <p>During the 2016-17 school year, Hesperia Unified School District purchased Chromebooks for all students. The</p>	<ul style="list-style-type: none"> <li>● Onsite TTS</li> <li>● School Site Council</li> <li>● Budget allocations</li> <li>● Title 1 funds</li> <li>● 1-to-1 Chromebooks</li> <li>● Odyssey software</li> <li>● Yearbook software</li> <li>● Digital media software</li> <li>● Sound Pitt studio</li> <li>● CRHS Media Center</li> <li>● Virtual Reality software</li> <li>● Presentation hardware</li> <li>● Williams Act Documentation</li> <li>● District’s annual tech survey for students</li> </ul>



students at CRHS, at the beginning of the school year or after their orientation appointment, are provided an HUSD Chromebook and a Google education account. CRHS benefits from the one-to-one Chromebook program, as it has allowed the staff and administration to provide accessible resources and to implement technology where appropriate.

Starting in the 2018-19 school year, the district changed to a site led approach for purchasing board adopted textbooks. All courses which need them, have current textbooks. Late in the 2017-18 school year, CRHS was able to expand, creating a media center. The media center houses resources traditionally found in a library, but also houses new technologies including virtual reality and presentation capabilities. The space has quickly evolved into a student union-type building often found on college campuses. The school year also saw the opening of the Sound Pitt studio, a resource for students to work with professional digital media and music technologies. This studio dramatically increased student engagement, interest, and perceptions about the school and the SLOs.

**Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>Canyon Ridge High School has 11 full time teachers, 1 ROP teacher, 1 Work Experience teacher (1 day a week), 12 classified employees, one counselor, and two administrators. One psychologist is assigned to CRHS twice a month, or as needed. All of the teachers are highly qualified however, two teachers are teaching outside of their credentialed areas. Canyon Ridge administration supports this and is backed by the district office due to the small school title that CRHS works under.</p> <p>The personnel department at HUSD attends job fairs regularly, recruits with local colleges, and offers a competitive salary package for teachers. The district office</p>	<ul style="list-style-type: none"> <li>● HUSD personnel office</li> <li>● School site council</li> <li>● Leadership team</li> <li>● Union opportunities</li> <li>● LCAP</li> <li>● SPSA</li> <li>● WASC self study</li> <li>● <i>Coherence</i> / InnovateEd work</li> </ul>



provides all the resources needed when the situation arises for CRHS to hire new certificated or classified staff. The result is a staff of professionals who work together for the students.

Starting with the 2017-18 school year, the staff and administration, while working through the *Coherence/Innovate Ed*, model were able to develop a strategic focus to help guide the school in meeting the needs for all students. Through this work CRHS was able to develop the current student learning objectives: consumers, curators, and creators.

**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>CRHS and the district office both regularly work together to examine the needs of students. The district office reaches out to CRHS for supporting material in the LCAP and elements of the district LCAP are embedded into the SPSA. The result is a well-supported school.</p>	<ul style="list-style-type: none"> <li>● District policies</li> <li>● SPSA</li> <li>● LCAP</li> <li>● Budgets</li> <li>● SARCs</li> <li>● CBEDS information</li> <li>● Leadership team</li> <li>● College and career readiness grant</li> </ul>
<p>CRHS is currently in the second year of a college and career readiness grant. CRHS administration and leadership team developed a plan to use these funds to promote non-traditional professional development opportunities for staff, as well as allocating funds to college and career readiness assessments. This grant is creating added opportunities for student achievement.</p>	
<p>For the 2018-19 school year, administration and the leadership team are working together to develop the procedures needed to implement new student learning outcomes of consumers, curators, and creators.</p>	



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

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical student learning needs)**

Canyon Ridge receives support and resources from the district to provide educational opportunities for students. Procedures and protocols are in place and followed to keep the campus safe and clean. CRHS has a mission and vision as well as schoolwide learner outcomes that is shared by all stakeholders. CRHS has successfully transitioned to new standards and 21st century skills that effectively centers on success in college and careers. Stakeholder commitment is evident by positive feedback and participation in the process. The mission, vision, and schoolwide learner outcomes have worked in combination to create a school atmosphere of "The Best Little High School in the Desert." Through leadership, new standards, data analysis, research-based instruction, increased rigor, and a focus on learning for all this process benefits all stakeholders. The integration of these statements along with the SLOs, Consumers, Curators, and Creators, has played a major role in contributing to CRHS being the premier alternative high school in the desert.

Hesperia Unified School District has a clear vision and works to support the individual school sites. District goals, vision, and mission are evidence of the shared direction and strong leadership currently in place. The continued commitment to Innovative Ed has placed emphasis on driving decisions from the middle.

Canyon Ridge High School manages resources effectively, with a constant focus on supporting students, parents and staff. There is an ongoing collaborative effort of revising and monitoring the SPSA in the interest of addressing the critical learner needs and attainment of schoolwide learner outcomes and goals.

Professional development and support of staff learning time is an area of focus for CRHS. Through Leadership release time for staff, after school training opportunities and off campus conferences, there are many avenues for continued professional growth.

Administration works to creatively maximize the impact of expenditures. All students at Canyon Ridge High School participate in a relevant and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Canyon Ridge High School has begun Learning through passion projects in order to solidify grade-level appropriate rigor, utilizing the collaborative strengths of Canyon Ridge. Canyon Ridge High School staff understands that the school's critical learner needs and demographic data focuses on a relevant and coherent curriculum that achieves academic standards and SLOs as a crucial aspect for students to be prepared for future success. The involvement of Leadership ensures that an effective use of



policies and procedures are in place to provide students with a learning experience which builds on interests, talents, and goals to support lifelong achievers. Students have access to all curriculum, district course offerings, and concurrent enrollment at local community colleges to pursue any college and/or career of their choice. Canyon Ridge High School is working towards a more cross-curricular and challenging curriculum as course guides are being revised to reflect deeper levels of critical thinking, collaboration, creativity, and communication.

**Prioritize the areas of strength and growth for Category A.**

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

1. Canyon Ridge has a highly qualified staff who are well-trained, experienced, supported, and encouraged to engage in ongoing professional development.
2. Protocols and policies on the campus are followed and communicated to stakeholders.
3. SLOs have recently been updated to reflect current needs (and to anticipate future needs) of students.
4. There is clear alignment between the district and school site, with support provided for curriculum, instruction, and implementation of innovative programs for students.
5. Communication has greatly improved, with a strong shared vision for the school.
6. Resources are maximized and used creatively and effectively for student achievement.

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

1. While opportunities for stakeholders to participate in the organization of programs exist, actual participation by parents and students is low.
2. District is overhauling school websites to reflect the latest digital policies, which has interrupted the site's online presence and ability to inform and involve stakeholders.

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CANYON RIDGE HIGH SCHOOL



**CHAPTER 3b**  
**CURRICULUM**



## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>All students at CRHS participate in a rigorous, relevant, and viable curriculum that is standards-based and aligned with the district. Students engage in the same A-G coursework as their comprehensive school counterparts, preparing them for college and careers.</p> <p>The staff of Canyon Ridge High School spent the last year researching and eventually adopting the Growth Mindset approach to curriculum. Research by Carol Dweck and others have shown that when a learner maintains a growth mindset, rather than a fixed mindset, learning is enhanced. Staff instruct students in metacognition, regularly explaining that failure is a sign of learning and not an intellectual shortcoming. As a result, students are familiar with and work towards academic goals that emphasize improvement and progress toward mastery.</p> <p>The integration of digital curricula and use of Chromebooks, with or without traditional textbooks, allows students convenient access to curricula and encourages student ownership of academic progress. The students are in a position to drive the learning by initiating their tasks individually, working collaboratively with other students but still have the ability to bring trouble spots to the instructor’s attention. This compels the students to work through their tasks as active learners as opposed to passive learners. The result is that Canyon Ridge students learn to take ownership and control over their own progress and are prepared with the soft skills</p>	<ul style="list-style-type: none"> <li>●Growth Mindset Theme</li> <li>●Class observations</li> <li>●Chromebooks</li> <li>●Teacher Websites</li> <li>●Flipped Learning</li> <li>●Sound Pitt Studio</li> <li>●Career Day</li> <li>●Field Trips</li> <li>●Standards-aligned curricula</li> <li>●Youth in Government</li> <li>●Mock Elections</li> <li>●3D Printing Lab</li> <li>●Guest speakers</li> <li>●Khan Academy</li> <li>●Math Notebooks</li> <li>●Cross-curricular projects</li> <li>●Mock job interviews</li> </ul>



necessary for future endeavors

In the Economics/Government department (as well as the ROP department) relevant life skills are emphasized. Citizenship and personal finance, for example, are incorporated into the curriculum. Students participate in mock elections, interviews, debates, Youth in Government Day, and analyze political and economic issues. Career research and field trips also create an understanding that skills learned in class are connected to the business world. These skills, according to the National Council for Social Studies, are essential in preparation for college, career and civic life ([NCSS 2017](#)). Students see connections between academics and the real world.

Multimedia projects, the arts and photography programs, 3D Printing Lab, and other nontraditional subjects teach students that their capacity for creativity can be grown and used to solve problems (for example, in design and fabrication). The English and Social Studies departments recently collaborated to allow students to reenact the 1963 March on Washington. Students researched, collaborated, designed, and presented during the course of the project. Students learn that subjects are not discreet topics but foundations of knowledge that can and should be used in other areas. This increases engagement and motivation to attend school and participate, as well as better preparing students for their futures

**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>CRHS either establishes or follows standards and frameworks for all courses. California State Standards are used to plan units, pacing, and coursework for core subjects throughout the district. Faculty members participate in district textbook adoptions, curriculum planning, pacing and alignment meetings. Teachers use this information in planning and are aware that as students transfer in and out of the school, it is imperative</p>	<ul style="list-style-type: none"> <li>● Unit plans</li> <li>● District pacing plans</li> <li>● Lesson plans</li> <li>● Student success after transferring back to comprehensive high schools</li> <li>● College and career</li> </ul>



that there is a strong degree of consistency across the district. CRHS teachers communicate with other secondary teachers in the district to calibrate expectations for academic success and college and career readiness. These practices help to prepare students to make successful transitions back to other comprehensive high schools in the district.

readiness grant

CRHS is in the second year of a college and career readiness grant which is being used for remediation and to fill any college-readiness gaps through literacy programs such as IXL and iReady. This remediation addresses students' reading levels to help prepare students for success in other high schools, jobs, or college after high school.

**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>CRHS takes pride in maintaining a level of rigor that is comparable to the comprehensive high schools. The courses are aligned to the State Standards, and the curriculum is designed to prepare students for success in the event that they transfer back to a comprehensive high school. For example, the math department uses College Board's Springboard textbook resource, as well as the Khan Academy for practice and assessment. This is an example of a College and Career Readiness practice because it consists of a standards-based curriculum presented in the blended format, which is also commonly found in college courses. The 3-D Printing Lab offers students exposure to 21st century skills such as design and fabrication that has direct ties to skills, trades, and industries that are in perpetual need in the local, national, and global communities. Students receive training and are compensated for working polling locations during local and national elections which provides them with direct experience and participation in how the local and national government operates. Training students to use the recording equipment in the Sound Pitt Recording/Production studio allows students to</p>	<ul style="list-style-type: none"> <li>● 3D Printing Lab</li> <li>● Students Trained and Working at Polling Locations</li> <li>● Sound Pitt Recording/Producing</li> <li>● Life Skills Units in English and Mathematics</li> <li>● Use of Everfi in Economics</li> <li>● Work Experience</li> <li>● ROP Entrepreneurship</li> <li>● ROP Customer Service Occupations</li> </ul>



participate in creating music and spoken word recordings as well as learn how modern technology is becoming integrated into the music and recording industries. Life Skills Units taught in ROP, Mathematics and English, address life skills needed for both college and career readiness such as: how to manage bank accounts, how credit and debt can affect their lives, how to calculate interest and finance payments, how to fit expenditures into a monthly budget, how to properly format and type a resume, and how to interact professionally with coworkers and superiors.

**ROP Entrepreneurship** introduces students to the concept of successfully owning and operating their own business. The course emphasizes the basic elements of entrepreneurship and includes topics such as developing a business plan, obtaining technical assistance, designing marketing strategies, financing the business, learning government regulations, legal issues, maintaining business records, promoting/advertising the business, and managing human resources. The curriculum is designed to help the students explore entrepreneurship as a career path worthy of consideration and provide them with a realistic framework for starting a new business. Course includes career research, resumes, job search skills, interviewing skills with mock interviews as a project, and Shark Tank as a class project.

**ROP Customer Service Occupations** provides student with skills and information needed to enter the world of work in any field of customer service relations. Emphasis is placed on personal skills, team building, problem solving, effective communication and ethical behaviors. The skills acquired will provide students with a solid base for any occupation such as customer service representative and provide a solid foundation for continued development. Course includes career research, resumes, job search skills, and interviewing skills with mock interviews as a project.



### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Any career technical skills learned at Canyon Ridge are directly associated with academic skills. Teachers intentionally strike a balance between the work that students want to do and the work that students need to do, to prepare for life after high school. All disciplines on campus, including math and science, are requiring students to read, decode, and communicate via text, spoken word, and various forms of multimedia. In the automotive engineering program, students who are eager to compete and design must practice using their writing skills by keeping good records and documenting processes. In the government and economics classes, students use the EverFi Financial Literacy program to better understand personal finances in the context of the economy while fulfilling grade-level standards requirements. When students write to elected officials, in the same department, they are using formal writing and editing skills. In the ROP class, students also practice writing skills when writing their resumes. They practice math, logic and organization when creating business budgets and learning the business software QuickBooks. When using the 3D printers, students research, document, edit, organize and archive specs for the products that they print, which also fulfills standards for literacy that are emphasized in Canyon Ridge’s Student Learning Outcomes. When student photographers prepared a portrait studio and photographed all seniors graduating from Canyon Ridge, they practiced the professionalism needed to organize the photo shoots, specifically people and equipment. Student photographers photographed and filmed the High Desert Special Olympics event. The film and still images were included in the district’s website and Facebook page for the community to enjoy. This creates an authentic audience for student work, increasing engagement.</p>	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Student work samples</li> <li>● Class observations</li> <li>● Automotive Engineering participation</li> <li>● Cross-curricular &amp; collaborative projects</li> <li>● EverFi Financial Literacy program</li> <li>● Letters to elected officials</li> <li>● Resume writing</li> <li>● Business letter writing</li> <li>● Quicken software</li> <li>● 3D Specs</li> <li>● Edu.type</li> <li>● Business Brochures</li> <li>● Yearbook</li> <li>● QuickBooks</li> <li>● SLOs</li> <li>● Photo shoots and filming</li> </ul>



### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Canyon Ridge regularly self-evaluates the program by cultivating communications with all stakeholders. When feeder schools are making district-level decisions about curriculum or student services, Canyon Ridge gives input or takes note, whether from an academic or behavioral perspective. Teachers attend district meetings to assure participation and understanding of district pacing or textbook adoption decisions. Individually, teachers maintain peer connections with teachers from the feeder schools which allows for greater understanding and awareness of current needs and trends across the district. This helps students to be successful when transferring back to other comprehensive high schools in the district.</p>	<ul style="list-style-type: none"> <li>● District pacing committee meetings</li> <li>● Classroom observations of feeder schools</li> <li>● Conversations with community college reps</li> <li>● Interviews with military recruiters</li> <li>● Conversations with graduates</li> </ul>
<p>Canyon Ridge has at least three local community colleges which enroll local high school graduates: Victor Valley College, San Joaquin Valley College and Barstow Community College. Representatives from all three colleges participate in the yearly career fair held on campus for students. These representatives interact with current students, teachers, and the counselor, where they discuss resources for students, changes in programs, and upcoming opportunities.</p>	



## B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>CRHS emphasizes preparations for life after high school. Each department has examples of this emphasis. The counselor meets with all students to create and discuss an education plan that provides avenues for how to approach their post graduation plans, which may include college, technical school, military service, or entry into the workforce. Schoolwide, the CRHS Growth Mindset Cards and Soft Skills Boot Camp offer students the opportunity to exercise and refine soft skills needed to effectively navigate working within a career or post-secondary educational setting that reflect a professional and mature bearing. The ROP Entrepreneurship and ROP Customer Service classes require students to participate in activities that reinforce skills needed to successfully navigate the processes of job interviews, presenting new product ideas, and interacting with customers. The ROP’s annual Career Fair provides students with access to, and contact information for, representatives from various colleges, technical schools, trades, and military branches to help them find possible paths for after graduation. Odyssey, Mathematics, and Economics classes offer units such as Personal Finance, Financial Literacy, and Budget Planning that help illuminate some of the issues students will face after graduation and living on their own. And in the Social Studies department students are asked to create an account in the FAFSA system to leave the option of college or technical school open regardless of what path they choose after high school. In addition, every year various</p>	<ul style="list-style-type: none"> <li>● College/Career counseling</li> <li>● Growth Mindset cards for soft skills</li> <li>● ROP program</li> <li>● Entrepreneurship</li> <li>● Customer service</li> <li>● Soft skills boot camp</li> <li>● Career Fair</li> <li>● Odyssey electives</li> <li>● Job Corp</li> <li>● FAFSA Registration</li> </ul>



staff arrange and chaperone visits to Job Corp facilities where Job Corp personnel lay out the opportunities within that system that may be available to students who may have no concrete plans for after graduation. These are effective opportunities available for students to explore careers and post-high school options.

**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Canyon Ridge is a small school; as a result, all students, regardless of their demographics or academic progress have access to the classes. The counseling department enrolls students in classes according to student needs and interests. If students no longer need a course, their schedule is changed to include another course. Having eight grading periods allows for many opportunities for students to have access to different courses. Students may request class changes at anytime and are accommodated, if academically coherent. Canyon Ridge teachers create lesson plans which are rigorous and relevant. Teachers monitor for progress and scaffold or increase accessibility, if needed. Teachers expect to receive students at any time of the year and at any level of academic ability. Instruction is differentiated. Assignments may be collaborative, cross-curricular or real-life and project based. With the SLOs in mind, students are often creating evidence of their learning through research and expression. Connections to real-life increase student engagement and are present in each subject area in unique ways.</p>	<ul style="list-style-type: none"> <li>● Student work samples</li> <li>● Close captioned video lessons</li> <li>● differentiated instruction</li> <li>● collaborative work</li> <li>● alternative assessments</li> <li>● alternative credit/assignments</li> <li>● 3D printing units</li> <li>● Shark Tank unit</li> <li>● Resume writing</li> <li>● Budgeting</li> <li>● Financial literacy unit</li> <li>● Oral presentations</li> <li>● Hands-on labs</li> <li>● Research projects</li> <li>● Photography peer review</li> <li>● Socratic seminars</li> <li>● Instructional assistants</li> <li>● Student IEPs</li> </ul>
<p>Special education students have extra support in the form of accommodations, instructional assistants for more one-on-one guidance, and personalized academic goals, which are listed in their Individual Education Plans (IEP). Instructional assistants also work with other students who are struggling, such as English Language Learners, which facilitates access for students.</p>	



### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Canyon Ridge students are given a credit form from the school counselor who explains the graduation requirements. Students and counselor discuss class preferences and class choices. Parents also have the chance to give input or ask questions at the orientations, Back-to-School Night, any individual meetings with the counselor, any email or phone contact with teachers, and at any parent-teacher conferences. Since Canyon Ridge has 8 grading periods, there are several opportunities throughout the year to monitor and alter a student’s personal learning plan. When students complete the requirements for a course, even if it is sometime mid-year, their class schedule is changed, with input and guidance from the counselor, to fulfill their other course requirements. Teachers and students collaborate as needed to discuss individual learning goals, learning styles, and progress-to-date. Accommodations, based on these conversations, are made, if necessary.</p>	<ul style="list-style-type: none"> <li>● Eight grading periods</li> <li>● New student orientations</li> <li>● New student questionnaires</li> <li>● Credit checks</li> <li>● Credit forms</li> <li>● Class schedule changes</li> <li>● Parent-teacher conferences</li> <li>● alternative assignments</li> <li>● extended deadlines</li> <li>● written educational goals</li> </ul>

### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>As the vision and mission statements note, Canyon Ridge faculty strive to prepare students to make a positive and productive future. The counselor meets with each student to discuss academic plans and to provide resources and information for post-high school options, including college scholarship opportunities (the winners of which are announced during the graduation ceremony or the Senior Awards night banquet). The entire faculty work to connect behavioral and academic expectations to those of the workplace, including dress code, cell phone use, and interpersonal skills. ROP and other courses help students</p>	<ul style="list-style-type: none"> <li>● Scholarships</li> <li>● Work permits</li> <li>● Community involvement</li> <li>● Student Advisory Panel</li> <li>● Youth in Government</li> <li>● Election worker training</li> <li>● Job Corps field trips</li> <li>● WorkAbility program</li> <li>● Work Experience coordinator</li> <li>● Staff letters of reference</li> </ul>



to create resumes and to gather letters of reference for use when applying for work. The Work Experience Coordinator provides work permits and opportunities to earn elective credits for employment. Practice creating budgets and completing job applications, which are done in math, English and ROP classes, also prepare students for life after high school. The resources from the community are accessed whenever possible, including field trips to Job Corps, job fairs on campus, Student Advisory Panel, Youth in Government Day, and speakers from local colleges and businesses. These opportunities are open to all Ravens and are announced in the daily bulletins. For students with IEPs, the Workability program gives students on-the-job experience while enrolled in school. These experiences create connections to organizations and opportunities that will be useful after high school.

- ROP assignments
- Daily bulletins advertise resources and opportunities
- Budgeting exercises
- English Credits Application
- Scholarships
- Senior Awards banquet



## **ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical student learning needs)**

Canyon Ridge High School provides a unique environment not only for students but for staff as well. The smaller class sizes and lower student/teacher ratio and high student transiency rate create opportunities and necessitate practices that, although common to all school sites, have a distinctly different look at CRHS. The overall focus on literacy across the curriculum requires that all disciplines collaborate and find activities that address standards across those curricular lines. Recognizing that literacy is an evolving term, CRHS extends the definition of literacy to include technological and social literacy. Addressing the different facets of literacy within the unique daily and yearly schedule at CRHS allows for the creation and implementation of projects and assignments that incorporate connections to college and career readiness for the students, as well as preparing them for transfer to one of the comprehensive high schools and for life after graduation.

**Prioritize the areas of strength and growth for Category B.**

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

1. CRHS offers all required courses with rigor and relevance as observed at the comprehensive/traditional high schools.
2. CRHS teachers design curriculum that cultivates critical thinking and collaboration which are essential across all disciplines.
3. CRHS offers a variety of alternative or elective courses, which encompass real world application, integrated into regular curriculum with 24 hour access to their coursework.

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

1. CRHS is working to establish curriculum that promotes competency and mastery in the areas of math and reading literacy with students.
2. Due to the mobility rate at CRHS, the school needs to refine and develop curriculum that focusses on the needs of the students complete with SLO-aligned measures.
3. CRHS needs to refine systems to monitor and track graduates' progress through the college/career process that impact curricular offerings.

WASC 2019



**RAVENS**  
CANYON RIDGE HIGH SCHOOL



**CHAPTER 3c**  
**INSTRUCTION**



## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

##### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Students are engaged in challenging and relevant learning which is evidenced by growth in the quality of work from the beginning of the school year to the end. Teachers design lessons with the Common Core State Standards or other content standards as objectives. The core classes' curricula are aligned with the local comprehensive high schools for integrity and to ensure that students who transfer to one of those schools are learning at the same level of rigor, if not higher.</p> <p>Teachers use formative assessments to hold students to high standards and create ownership and empowerment by providing and using rubrics, with challenging criteria, in many classes, especially for projects, art, photography, and presentations, either oral or technology based. In photography classes, for example, the use of the critique process as well as student-generated rubric guidelines demonstrate the use and understanding of the elements and principles of design.</p> <p>Projects and presentations often require research, planning, and time management skills. Cross-curricular projects such as the March on Washington connect research, writing, critical thinking, and public speaking. Performance tasks such as these require students to apply skills learned, often in a collaborative fashion. Self-reflective assignments such as journaling challenge students to increase their self-awareness for greater success.</p> <p>Elective courses and pathway experiences such as ROP</p>	<ul style="list-style-type: none"> <li>● Class observations</li> <li>● Lesson plans</li> <li>● Student work samples</li> <li>● Rubrics</li> <li>● Formative assessments</li> <li>● Teacher/student rapport</li> <li>● Focused Free Writes</li> <li>● Critical thinking assignments</li> <li>● CCSS aligned curricula</li> <li>● Performance tasks</li> <li>● Exit questions</li> <li>● Credits earned</li> <li>● relating material to personal experience</li> <li>● Evidence of a growth mindset</li> <li>● Student Journals</li> </ul>



Customer Service and Small Business Entrepreneurship, 3-D Printing, The Sound Pitt, Aviation, and Automotive Engineering emphasize writing and speaking skills. Student work samples in all classes show critical thinking, connections to personal experiences, creativity, and quality results which are directly connected to the SLOs: consume, curate, and create.

**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Teachers provide written syllabi to the students so that the expectations are clear. Some teachers provide an electronic version of the standards and objectives at the beginning of each grading period. Many teachers utilize Google Classroom and class websites to warehouse these resources and reference materials for students who need it throughout the year. These outline the skills and knowledge that is expected to be mastered for that particular unit.</p>	<ul style="list-style-type: none"> <li>●Written syllabi</li> <li>●Rubrics</li> <li>●Google Classroom</li> <li>●Teacher websites</li> <li>●Written, oral, electronic objectives</li> <li>●Subject Standards</li> <li>●Lists of assignments</li> <li>●Progress points</li> </ul>
<p>New and challenging lessons are introduced each grading period using various approaches, such as oral instructions, written instructions, and online instructions available for convenient access and reference. Grading scales or rubrics are provided.</p>	
<p>In fine arts, the expectations can be general and specific. A new project designed to teach a new skill will have specific expectations which are explained during the introduction, and as needed, while the project is in progress. The Art Standards include an expectation for the care and use of art equipment and materials. Students also engage in creating a rubric to evaluate student work. This fosters a deep understanding and acceptance of the standards and criteria for projects, since they are student-generated.</p>	
<p>In math, student progress is shown on the student’s screen (as well as the teacher’s) as he or she practices concepts. In Integrated Mathematics II, proficiency is level 3, 75% mastery, and a summative assessment with a score of 70% or higher, for a minimum passing grade of a C on a credit. Many classes use a point system and a checklist of assignments, for each unit of work. This helps students to</p>	



understand what is expected of them for each grading period.

**Differentiation of Instruction**

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Faculty place a high priority on differentiating instruction for students. The implementation of 1-to-1 technology provides an opportunity for staff to personalize and differentiate learning. Ravens enroll throughout the year and have a variety of academic and social learning gaps. A one-size-fits-all approach does not meet their needs. Teachers are aware of the struggles of their students and are flexible with assignments and deadlines, demonstrating compassion for their emotional needs in order to engage them in their learning.</p> <p>To meet the wide range of academic needs, teachers use differentiation techniques such as voice and choice and individualized learning plans. To meet individual needs, a variety of research-based pedagogies are employed, including project-based learning, Socratic seminars, K-W-Ls, direct instruction, visual aids and video lessons, repetition of instructions, collaborative projects, and scaffolded lessons.</p> <p>Instructional assistants work one-on-one with students as needed, especially special education students. The extent and variety of differentiated instruction by the faculty demonstrate to students that they the primary concern. Many students respond appreciatively and often put in more effort than they have in their past academic careers.</p> <p>Following are several staff survey quotes that exemplify the commitment of the staff in meeting the needs of the students.</p> <p><i>“A student’s experience and interest survey is given during the first days that a student is enrolled in my [fine arts]class. Once I understand the unique experience and skill level of my students I can begin a process that will help me differentiate instruction and assessment. The nature of the fine arts instructional strategies include an emphasis on direct instruction, providing demonstrations, practice</i></p>	<ul style="list-style-type: none"> <li>●Class observations</li> <li>●Student Interviews</li> <li>●Staff survey</li> <li>●Entrance interest survey</li> <li>●Multimedia Instruction</li> <li>●Class websites</li> <li>●Lesson plans</li> <li>●Differentiated performance tasks (FlipGrid video: Point and Support)</li> <li>●Oral presentations</li> <li>●Discussions, Socratic Seminars</li> <li>●k-w-l charts</li> <li>●multimedia, online study help (quizlet)</li> <li>●Adjusted reading levels in NEWSELA</li> <li>●Video lessons</li> <li>●Note-taking options</li> <li>●Lesson slides</li> <li>●3D Printing Projects</li> <li>●Roll-over units,</li> <li>●frequent use of the tutoring model</li> </ul>



*sessions, and personalized instruction. A creative art experience absolutely embraces differentiation, hands-on, lecture, skill practice, and the introduction of a unique arts-based vocabulary.”*

*“Personalized instruction gives us the ability to differentiate. The best form of differentiation is a process and a product that is most suited to the learning style of the student.”*

*“In terms of differentiated instruction in social studies, my approach is to reach out to students via scaffolding. Peer tutoring in my class is also part of best practices. For example, whenever I assign skill sheets I use reteach guide books for my struggling students, and I use more advanced guided reading materials for others. Many times I assign my Newsela readings at max levels to challenge my readers, but I allow them to adjust to their specific comfort levels when they deem necessary. In addition, I reduce the amount of writing for certain students if the results show improvement or competency. Lastly, I enjoy it when the opportunity arises where I can have that one-on-one interaction to really help a student move forward in the learning process.”*

*“I like to personalize the learning experience for each student I work with. As an instructional assistant I have the ability to work one on one and in small groups. Although the technology and curriculum is there to get the students the basic knowledge they need to graduate high school, some students tend to struggle with a psychological block that can hinder their progress. I like to step in and help the student get past that stumbling block and get them encouraged and goal orientated again. I enjoy building connections with the students and assisting with their needs. I have worked with many teachers in different subjects and I treat that situation the same, to be flexible in the needs of the learner and to work and bounce ideas and teachings with those instructors. The great thing about our school is that we have the ability to offer many differentiated instructional approaches to help the students in the area that they need to be successful. We build and empower students as we the staff continue to learn ourselves, techniques to inspire our future generations that knowledge is power.”*



## C2. Student Engagement Criterion

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.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers at Canyon Ridge use a multitude of research based instructional methods in order to deliver curriculum in the classroom. In addition to traditional instructional strategies, the staff of CRHS effectively leverages technology in their classrooms to impact student learning. In the social studies curriculum, teachers use online software that foster growth and life skills. For example, EverFi for financial literacy, AllSides, NewsELA for current events, Certell, Google slides presentation, and online self-assessments, etc.</p> <p>In the math department, students work on practicing mathematics. They may work directly with the teacher, with a partner, with a group, or individually. Instruction is differentiated, providing the opportunity to learn various strategies for academic progress. Also, students have access to the entire year’s curriculum through Google Classroom, which allows them to choose their own pace and to complete the work as quickly as they like or as slowly as they need.</p> <p>As of the 2018-19 school year CRHS has adopted a 50% collaboration model to provide an opportunity for special education students to learn alongside their peers in the general education setting. Instructional assistance in the collaborative model is utilized to help students flourish and provide them the assistance that they need in order to be successful. In the English and History department, teachers also utilize instructional assistants to facilitate student learning for the skills/content that are being taught.</p>	<ul style="list-style-type: none"> <li>● 1-to-1 Chromebooks</li> <li>● NewsELA</li> <li>● Quizlet</li> <li>● Vocabulary.com</li> <li>● Small group</li> <li>● Frontloading</li> <li>● Direct Instruction</li> <li>● Screencastify</li> <li>● Edpuzzle</li> <li>● Flipgrid</li> <li>● Peardeck</li> <li>● Nearpod</li> <li>● EverFi</li> <li>● AllSides</li> <li>● membean</li> <li>● Certell</li> <li>● Fine Arts</li> <li>● Quizlet</li> <li>● Kuta Software</li> <li>● Cultural arts and crafts rich sites</li> <li>● Touchline</li> <li>● Soundtrap</li> </ul>



## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Teachers encourage students, facilitate learning and guide students in inquiry as they are equipped to approach unknown problems and challenges on their own. Many projects allow students to pursue their interests, to choose their own topics and to explore beyond the basic assignments.</p> <p>English department units are introduced by piquing students' interest and curiosity with driving questions. Students engage in discussions on the topic, revealing what they already know and discovering aspects that are particularly interesting to them for further research and refinement.</p> <p>In the math department, students have access to the entire year's curriculum. With guidance from the teacher, they select the unit that they will work on. Students conference with the teacher as frequently as weekly or daily to address issues and discuss solutions. The teacher provides resources and instruction on academic strategies as well as a variety of cognitive assistance tools.</p> <p>In the Social Science department, performance tasks, and projects are differentiated in order to promote student agency and choice.</p> <p>Fine arts instruction often has the instructor working in tandem with students. For example learning to draw features students would draw step by step with the instructor and each other. Group critique is a process in which each student is required to offer their opinion based upon the knowledge gained and assignment goals. Students are also called upon to help instruct other students. When a student has acquired a skill or process, often that student will join a student or group to assist them. Students learn new strategies and, as a result, find more success at Canyon Ridge than they have in their academic past.</p>	<ul style="list-style-type: none"> <li>● Class observations</li> <li>● Student work samples</li> <li>● Socratic Seminars</li> <li>● Collaborative projects</li> <li>● Multimedia projects</li> <li>● Peer Critiques</li> <li>● Class websites</li> <li>● Guided practice</li> <li>● Independent practice</li> <li>● Study skills taught</li> <li>● Journaling</li> </ul>



**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students are given the tools and opportunities to apply knowledge, organize knowledge, and create knowledge. In fact, these illustrate the schoolwide learner outcomes: Consumers, Curators, and Creators. Canyon Ridge work is rigorous, creative and varied. Students are often given the ability to choose projects that interest them. There is evidence of research, applied knowledge and new ideas. Using the district-issued Chromebooks, student online documents and work are archived in their Google Drive accounts, which allows them to improve their efforts and gauge their progress and growth.</p> <p>CRHS offers extended learning pathways, connected to core classes, that challenge students to apply their knowledge in creating blogs, videos, and live presentations. Students research, design, and print out 3D objects. A recent cross-curricular project, the March on Washington reenactment, had students use art skills, critical thinking skills, and public speaking skills to deepen their knowledge and demonstrate their understanding.</p> <p>CRHS prides itself in providing authentic real-world experiences in and outside of the classroom. Students prepared a portrait studio and photograph all Canyon Ridge seniors in cap and gown. These photos will be included in the yearbook and are offered, for a modest fee, to the graduating seniors. Photography students were also responsible for photographing and filming the High Desert First Annual Special Olympics event. This included all the school team photos, stills, and filming the competitions. They have been invited to return this year as well. The photographs and film were included in the district’s website and Facebook page. Students participate and do well in community events such as Youth in Government day, election worker training, film, essay, and poetry contests, art festivals, etc. The use of an authentic audience increases engagement and buy-in from students.</p>	<ul style="list-style-type: none"> <li>●SLOs</li> <li>●Student work samples</li> <li>●Student made videos</li> <li>●Student made Blogs</li> <li>●Lesson plans</li> <li>●Collaborative learning</li> <li>●Project-based learning</li> <li>●Cross-curricular projects</li> <li>●Student organized projects</li> <li>●Oral presentations</li> <li>●Youth in Government Day</li> <li>●Mock elections</li> <li>●Mock job interviews</li> <li>●MLK essay contests</li> <li>●Student Advisory Panel</li> </ul>



Students also participate in real-life activities that prepare them for life after high school. Students participate in mock elections, write to elected officials about topics that interest them, research and create presentations, and discuss and debate issues. By applying concepts learned to their own lives, including higher level thinking skills, students consume, curate, and create the soundtrack of their lives.

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Many projects require research, critical thinking and applying concepts to different contexts. For example, to help students understand the significance of the Aug. 28th, 1963 March on Washington, students were involved in a recreation of the march. Government, English, US History, and Art students researched different aspects of the march including: the organizing of the march, the speeches that were given, the atmosphere/backdrop, as well as the purpose and results. Protest signs were made about topics from 1963 as well as present day civil rights issues. Dr. King’s <i>I Have a Dream</i> speech was analyzed by the students who were then asked to write a short speech about their own dreams for America’s future and then present those ideas to a group of about 100 students and staff. The students also analyzed primary sources from the day of the March i.e. pamphlets, lists of speakers, transportation info, and photographs. Art students created a 3d version of the Washington Monument, painted a backdrop for it to stand in front of, painted the Lincoln Memorial, and created profile art pieces with a civil rights quote attached. The students we also ask to connect the ideas of the Civil Rights Movement to the ideas that founded our country using the Declaration of Independence and the Preamble to the Constitution. Another example of students demonstrating higher order thinking skills can be found in the Fine Arts classes. Students begin the year with an introduction to the elements and principles of design. Every artwork, be it 2D</p>	<ul style="list-style-type: none"> <li>● Class observations</li> <li>● Lesson plans</li> <li>● Student work samples</li> <li>● Project-based learning</li> <li>● Junkie Art Journals</li> <li>● Teacher surveys</li> </ul>



or 3D, use these tools. If students have not gained this knowledge, it will be evident in the work produced. Literal and visual connections which represent understanding of the past, a synthesis of our present, and an evaluation of our future are the result. A formal class oral critique of the work produced shares the gaining of this knowledge through the visual display and the student group evaluation. Students are not only seeing their work through their own eyes but those of their classmates which opens up discussions and debates about academic and aesthetic criteria. Many opportunities are created for students to demonstrate and apply higher order thinking skills in the classroom.

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>The district issues 1-to-1 Chromebooks and Google educational accounts to all students. Many classes use websites and educational software as resources for students to access, create and submit assignments. Students routinely use this and other technologies to research, archive, analyze, supplement, and demonstrate their learning. Student projects, in classes such as Digital Media and English, include doing research, creating presentations, and publishing documents and reports using the latest software. In the ROP department, for example, students learn to use the industry standard for business finances: Quicken software. Software for digital media classes are also the industry standard: ProTools. In the math department, student work samples include student-designed 3D printed models. Students also have the opportunity to learn coding, which takes them from consuming media to creating it.</p> <p>These technologies and others assist students in achieving the schoolwide learner outcomes of Consumers, Curators, and Creators, while increasing their engagement and preparing them for the 21st century workplace.</p>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● 1-to-1 Chromebooks</li> <li>● Nearpod</li> <li>● Quizlet</li> <li>● Google suite</li> <li>● Khan Academy</li> <li>● NewsELA</li> <li>● Financial Literacy program</li> <li>● OdysseyWare</li> <li>● 3D printing software</li> <li>● Hour of Code</li> <li>● Sound Pitt studio</li> <li>● Digital media projects</li> </ul>



**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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
<p>Canyon Ridge students use a wide variety of resources and materials to engage students. Digital media are used as both a learning resource and as a product of student learning. Students research, organize, and analyze online sources. They create their own multimedia projects.</p> <p>For example, in the math department, students learn about programing specifications to create products using the 3D printers. This year Ravens had to create a model of a real boat. They learned to use Tinkercad by completing the tutorials, then they designed their models on paper. Once their boats were designed and they had completed their write-ups and compiled a set of screenshots that served as documentation of their design process, they emailed the files for printing on the 3D printers.</p> <p>In the ROP department, students complete a “Shark Tank” unit where students research, design, and pitch inventions to a panel of adults who consider and discuss the commercial viability of their plans.</p> <p>In the English department, students are frequently asked to research and analyze music, literature, or film to make connections with their lives and then to create as a result of the learning. For example, the Children's Literature unit has students analyze, discuss, and evaluate various selections outside of the textbook, then write and illustrate their own children’s books.</p>	<ul style="list-style-type: none"> <li>● Sound Pitt</li> <li>● Student created blogs</li> <li>● Student created video announcements</li> <li>● Tinkercad training</li> <li>● Makerbot 3D printers</li> <li>● Hour of Code</li> <li>● Coding Electives</li> <li>● Model airplanes</li> <li>● RC cars</li> <li>● Jewelry making</li> <li>● Microscopes</li> <li>● Photography</li> </ul>

**Real World Experiences**

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>All students have access to and are engaged in career preparation activities. Classes incorporate life skills such as resume writing and budgeting. All students attend the</p>	<ul style="list-style-type: none"> <li>● Career Fair</li> <li>● ROP</li> <li>● Job Corps field trips</li> </ul>



yearly career fair which the ROP department hosts on the campus. The fair features representatives from local colleges, businesses, government agencies, labor unions, and military branches. Students with IEPs have the opportunity to participate in the WorkAbility program, to gain local job experience before graduating. Any student may also be selected to attend various Job Corps presentations (off campus) where they learn about the “largest free residential education and job training program for young adults” by the US Department of Labor. Canyon Ridge participates in the annual Youth in Government program which gives social studies students the opportunity to job shadow various jobs in the city government for the day. The County’s Student Advisory Panel program is another opportunity. Students work with other students from the high desert to plan, research, analyze and present suggestions to a panel of elected officials. These educational experiences help students to explore and prepare for possible careers.

- WorkAbility
- Election Worker Training
- Youth in Government
- Leadership class
- Resume writing
- Job application assignments
- Letters of Recommendations
- County Student Advisory Panel



## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical student learning needs)**

The supporting evidence across disciplines shows that formative assessments are used to drive the instructional decisions for each of the critical learner needs. Each department utilizes the findings of their individual performance tasks, unit examinations, projects, etc, to examine and determine which skills, knowledge and content needs to be taught, addressed or reinforced. The culmination of all of the evidence offers insight into the depth of knowledge that has been acquired and the skills that have been learned.

**Prioritize the areas of strength and growth for Category C.**

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

1. CRHS offers a diverse curriculum, alternative education, and additional opportunities for learning such as after school or community sponsored programs.
2. CRHS offers a wide variety of career pathways and enrichment opportunities that create real-life and real-world connections for all students.

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

1. CRHS needs to continue to develop strategies, systems, and measures that promote social- emotional learning and the soft skills which are critical tools for building personal and professional relationships.
2. CRHS will continue to pursue research-based professional development that increases the instructional impact of teachers in the classroom.

**WASC 2019**



**CHAPTER 3d**  
**ASSESSMENT**



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

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

#### Indicators with Prompts

##### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>With the change from STAR to CAASPP and the elimination of the California High School Exit Exam, CRHS has shifted focus to new sources of performance data to effectively collect, disaggregate, and analyze student performance. The sources used have evolved over the last few years and continue to evolve as HUSD and CRHS shift its focus to literacy through innovation and 21st-century tools for college and career readiness.</p>	<ul style="list-style-type: none"> <li>● District SCFWA</li> <li>● Illuminate</li> <li>● Literacy Team meetings</li> <li>● IXL/iReady</li> <li>● CELDT testing</li> <li>● LCAP</li> <li>● <a href="#">CA Dept of Ed CAASPP results</a></li> <li>● Science Test</li> <li>● IEP meetings</li> <li>● Fitness Gram</li> <li>● Unit production slips</li> <li>● Back-to-school Night</li> <li>● Parent-Teacher conferences</li> <li>● ASB reports at board meetings</li> <li>● Current grades through Infinite Campus home access</li> <li>● Monthly transcripts</li> <li>● FLAIR Program</li> <li>● After School Programs</li> </ul>
<p>California High School Exit Exam used to be a key indicator of student success at Canyon Ridge. Since the exam was suspended, Canyon Ridge now uses other data to secure accountability for stakeholders. SBAC Performances in ELA and Math are recorded, maintained, and accessible by all stakeholders, but because of Canyon Ridge High School’s small size and transient population, there is a heavier reliance on local data from the district’s Single Common Formative Writing Assessment (SCFWA). All students take this assessment. It is both a reading and writing assessment, which is scored via a California Assessment of Student Performance and Progress (CAASPP) rubric. The data are uploaded into the Illuminate program for all teachers in the district to access. The information is also shared with the district, the Leadership Team (who analyze the results, discuss the</p>	



implications, and determine school-wide literacy goals), the school site council, and is reflected in our SPSA, which guides literacy across all curricula, our strategic focus. For this test, the students read the text to themselves, take notes on the essential questions in the prompt, and then answer the prompt in the form of a written essay. Students take the test twice in an academic year (provided the students are still enrolled at CRHS in the spring). This combined with individual teachers' summative assessments and credit production rates serve as data in order to further track student progress.

CRHS' focus on literacy inspired the implementation of the IXL and iReady reading assessment software. This is used to measure reading and ELA levels. Starting in 2018, students district-wide started taking the iReady assessment and data is being uploaded to Illuminate for all stakeholders to access. Since the majority of students will come from HUSD schools, IXL was implemented not only to test reading levels and skills, but also writing levels and skills. The data sets closely mirror CAHSEE scores, so it can be used in lieu of the CAHSEE for school-wide and individual planning. CRHS just received access to a math, science and social studies portion for IXL, as well, and will begin implementing the diagnostic testing once testing and disaggregation norms are established.

Students' English Language levels are tested, identified, and regularly updated via the district-wide CELDT testing process. These levels are made available to teachers through Infinite Campus, Illuminate, student cumulative records, and IEP meetings and are used for securing accountability to the community through such means as the SARC.

The CELDT scores were also used to determine placement and the need for any additional English language programs or resources such as the FLAIR program. The district defunded the FLAIR program two years ago, so CRHS has implemented after school classes to offer these students access to individualized learning and credit recovery.



As literacy through consuming, curating, and creating has become CRHS' primary focus, teachers and staff have increased using projects, presentations, and real-world applications for assessment. An integral part of this philosophy is alternative assessments generated by teachers to fit the needs of students. Teachers employ a variety of summative and formative assessments to provide immediate and personalized feedback since most students are in need of remediation in many areas. The belief that literacy equals power and privilege in the world drives many of the teachers to embed literacy components directly into their assessment processes at a formative and summative level.

Evidence of this growth is not just shared via standard data sets. ASB presentations at HUSD School Board Meetings, class websites, and CRHS social media channels also share student growth with all stakeholders.

**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Due to our highly transient population, the limited time teachers have with students, and the high rate of remediation needed, 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.</p>	<ul style="list-style-type: none"> <li>● District adopted curriculum</li> <li>● Student practice and progress data</li> <li>● Summative assessments</li> <li>● Credit production</li> <li>● Unit lesson plans</li> <li>● Student writing and projects.</li> <li>● Short and Long-term projects</li> <li>● Multimedia projects</li> <li>● Student-responder quizzes</li> <li>● End-of-unit summative assessments</li> <li>● Assignments: deconstructing,</li> </ul>
<p>During class time, teachers clearly state the 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,</p>	



quality, mastery and ability to apply concepts.

For Integrated Mathematics II, grades are based on mastery, with a small portion based on effort. Students practice mathematical concepts and problem-solving using software which gives immediate feedback, provides scaffolding if needed, and records effort and progress in real time. Math teachers meet to monitor and discuss results of the math programs. Standards used are the Common Core standards.

In Fine Arts a variety of assessment tools are used, including student rubrics, verbal critique of student's projects, and direct feedback of writing assignments. In English classes, the standards drive the curriculum and growth is measured by the effort put into acquiring and mastering the skills thorough of revision. Formative assessments are used to assess performance levels and build a personal learning journey that is then measured by regular summative assessments. The CCSS determine the pathways and measures of success for individual and corporate learning. Individually, students are assessed with IXL to determine literacy levels. Their individual work is based on embedded CCSS standards that they work towards, proficiency or mastery, at their own pace. Units of study are based on a primary CCSS standard with relevant sub standards included. The language for these standards has been modified into student friendly language so that they can understand the goals and measures of achievement. Student success is about growth towards proficiency. Since most students test far below grade level, the vertical nature of the CCSS Learning Targets allows an approach to the concepts or standards with great differentiation. Success is not measured merely by grade level proficiency, but by meaningful growth in the standards. Other tools such as NEWSELA, Nearpod, and Actively Learn allow depth of learning and promote performance in literacy activities and measure both depth and growth towards proficiency with assessments and pinpoint rubrics.

In social studies, each grading period is broken down into a primary standard and sub standards. Lessons and activities revolve around these concepts in the standards, and students are assessed formally and informally for mastery. Mastery is demonstration of understanding,

practice, sorting, organizing, creating, researching, classifying, solving, concluding, summarizing

- Teacher observation and questioning
- Socratic Seminars
- Surveys to access experience and skills
- SCFWA
- CFA
- Visual, Digital, Audio, and Written Performance Tasks (Summative)
- IXL
- Units of Study
- SBAC Learning Targets in Simple Language
- NEWSELA
- Actively Learn
- SBACC/CRHS Rubrics
- Before and after posters about the impact of the industrial revolution on society
- Students create fake primary documents for the American Revolution such as a soldier's letter home
- Students attached Dr. King's Six Principles of nonviolence to a current social issue to try and solve using his steps
- Introductory Writing Assessment.
- Self-check quizzes.
- Unit Finals (rubric-based grade)
- Emailing local officials.



connecting time periods together with cause and effect, and creating products to show their analysis and evaluation of the causal relationships. Performance levels are often determined individually by teachers since students require so much remediation, and teachers are teaching individual topics and subjects. So the need is to quickly determine gaps and areas for growth, so assessments are varied from class to class.

- Writing assessments
- Weekly quizzes
- Chapter Vocabulary
- Collaborative activities
- Project based learning
- Boardwork
- Weekly Labs
- Optional Credits
- Extra Credit
- Friday Quizzes
- Creative activities

In both Entrepreneurship and Customer Service a textbook is used to assist with learning the required competencies for the courses. The curriculum is aligned with the CTE model curriculum standards and include the standards for career ready practices. Success in these courses is not only measured by grades, but by collaboration, critical thinking, and communications skills used in the classroom, and in classroom projects. Other resources used are Edu.type, online soft skills training and certification, and an online interactive website that correlates with the textbook.

In Physical Science, the NGSS guide curriculum and direction of the class. Content is determined during each grading period. Informal assessments are done daily through boardwork, weekly labs, and every Friday through a formal assessment created by the teacher. The content to meet NGSS is modified to be attainable at a reasonable level to ensure understanding and relation. Understanding the content is not measured by the amount of content that students can regurgitate, but how they express their understanding of the content to view the world differently.

**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Student performance is monitored frequently. Teachers	● Credit forms



use formative and summative assessments throughout the grading periods to collect, review, and disaggregate data in an effort to improve student performance.

CRHS has eight grading periods, each consisting of between 19 to 21 days. Each parent/student receives a copy of the 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 review credit forms with counselor as needed and as often as monthly for some students to monitor growth. Students receive a transcript at the end of the semester or upon request to give students and parents accurate, up-to-date information on how their student is fulfilling graduation requirements.

Credits earned would be a primary example of student growth because earning credits means that the student is engaging with the concepts and the content and demonstrating learning or an understanding of the material. Secondly, student involvement in school culture promotes academic and individual growth as demonstrated with a correlation between increased participation, SEL growth, grades, and credits earned.

As a school, academic growth is monitored through credits earned, performance tasks, projects that demonstrate learning, social involvement, awards, PLC discussions, and Growth Mindset Cards. Since CRHS is a small school with a small staff, most teachers have close relationships with students and fellow staff members. This allows us to have a level of communication about the students' progress, struggles, and successes. CRHS works to connect students with opportunities to work, volunteer, or connect with local businesses. Faculty members have met with professors at the local community college to determine the literacy needs and skill sets that students need to focus on to improve readiness for college.

CRHS measures academic growth on an individual basis. This is due, in part, by a smaller student population.

- Credit checks
- Updated transcripts
- Eight grading periods
- Infinite Campus portal
- Credit conversations/credits earned.
- Credit Tracking Sheets
- Performance Tasks
- Projects: Raven Rewind, March on Washington, etc.
- Decreased discipline
- Awards ceremonies
- PLC Discussions
- Growth Mindset Cards
- Off Road Racing Team Work/Volunteers
- Meetings & emails with VVC
- Use of media
- Verbal critique
- Participation
- Student rubrics in digital photography.
- Odysseyware
- Pre-tests
- Post tests
- Student store
- Blood drive
- Shirt design
- Junky Journals
- Student Folders/Portfolios
- Posters
- EQ's from Socratic Seminars
- Everfi Financial Literacy
- Points Earned
- Credit talks
- Portfolio Notebooks
- Performance tasks
- One-on-one talks with students regarding their



Academic growth doesn't look the same for all students on campus. Some students excel and do quite well with the individualized method of learning here. Others need an adjustment period to acclimate to the Canyon Ridge way, so it may take a while to start showing growth academically. The ability to look at students' academic growth on an individual basis indicates that CRHS measures academic growth quite well, as opposed to holding all students, regardless of skill level, to the same standards and trying to measure each student's growth on the same metric.

- progress
- Growth mindset cards
- ROP certificate earned
- Boardwork
- Weekly Labs
- Optional Credits
- Extra Credit
- Friday Quizzes
- Creative activities

For example, math classes use the Khan Academy to measure progress in mastery of the content. This begins immediately and continues throughout the time students are in the classes. In Fine Arts, student progress is measured through completed art work and written assignments as well as class participation.

Odyssey is a self-paced credit recovery program that allows students to earn credits based on completion of lessons. In ASB, student progress is determined by activity participation on campus, such as blood drives, food drives, running of student store, motivation, and leadership skills demonstrated. In English, student growth is shown through artifacts and revised student work that show the skill learned is being utilized in real applications. In Government and Economics, final assessments in Everfi measure the competency and persistence with life skills, academic goals, and unit goals. Academic growth can also be measured by points earned. In Entrepreneurship and Customer Service classes, quizzes and credits earned are one metric for growth. Projects that show student work, presentations and role playing, as well as classroom collaboration that showcases learning and problem- solving skills are further examples.

In Physical Science, the NGSS guide curriculum and direction of the class. Content is determined during each grading period. Informal assessments are done daily through boardwork, weekly labs, and, every Friday, through a formal assessment created by the teacher. Growth is demonstrated by points earned, participation, and formative assessments.

#### **Assessment of Program Areas**



**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

#### Findings

#### Supporting Evidence

School administration, leadership, and instructional staff meet regularly to discuss and evaluate credit production, student success, and alternative learning opportunities. These meetings or PLCs have led to after school programs being developed for students, growth mindset activities, new programs such as the Automotive Engineering and Digital Media Production, and intervention with those who are struggling. The curriculum for most areas is a combination of remediation and preparedness for what's next for students. Real-world tasks such as business emails, resumes, negotiations, contracts, and social media campaigns allow faculty to build future literacies and support remediation through project-based work.

Smaller class sizes offer more flexibility than the comprehensive high schools in how the staff is able to address students' needs on a slightly more individual basis.

In math classes, the use of Khan Academy allows the course content and standards to be reached. Practice of exercises with immediate feedback, routine formative assessments, and a grade-incentive for quality notetaking, effectively allow students to complete a summative assessment either in the form of an exam or an artifact of their choosing, demonstrating their learning on the topic.

Art students demonstrate understanding through the completion of art projects, group art projects and effectively express themselves through writing assessments.

Odyssey is successful in allowing self-directed and socially independent students to show understanding and competence. Students are encouraged to maintain organized and concise notebooks to assist in completion of tasks.



In Language Arts, the use of texts that are relevant and can connect to student life and experiences are used in order for them to gauge valuable concepts and ideas. Also, difficult topics prompt students to use higher order thinking skills with a direction of fulfilling the 4Cs.

With Government and Economics the curriculum is based on real world life skills, current events and issues, by way of the 4Cs. By doing so, assessments can connect students with relevant and current events that impact them.

In Entrepreneurship and career, student growth is measured by participation in class, assignments showing job readiness and soft skills, and classroom collaboration. Grades are also determined by daily assignments, weekly quizzes, and progress in projects.

The effectiveness of the assessments used in science are meant to drive connections to the real world. Assessments, both formal and informal, practical labs, artwork, and current event videos allow students to demonstrate their deeper understanding of the real world. Success in understanding tends to show through their willingness to extend understanding through optional and extra credit options.

**Schoolwide Modifications Based on Assessment Results**

**D1.5. 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.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>CRHS regards assessment as an essential part of the education process and development of school programs and culture. 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</p>	<ul style="list-style-type: none"> <li>● Title I Funds/Planning</li> <li>● Literacy team</li> <li>● Growth Mindset</li> <li>● Collab meetings</li> <li>● Conferences</li> <li>● Buddy teachers</li> <li>● Wednesday collaborations</li> </ul>



instruction to accommodate different learning styles, check for understanding, promote critical thinking, and demonstrate effective communication, all in an effort to ensure student academic achievement. Curriculum includes 21st century skills that are a foundation for the workplace, and for life skills. This is measured by a student's grades and whether they show evidence, by work turned in and participation in class. Even the Student Learning Outcomes are designed with assessment results in mind since we are measuring steps in literacy.

Each student's individual literacy needs have been evaluated with CAHSEE in the past, then NEWSLEA, and then the district's SCFWA, now IXL/iReady is used. Because students have such a high mobility rate, there is a need to constantly and quickly assess, with a variety of tools, to see what students' immediate needs are. These results have been shared through PLC/Collaboration time and used to set school-wide literacy goals including Consume, Curate, Create, and grading period goals such as focusing on point and purpose, or evidence and support in writing. Meeting with Buddy Teachers in lieu of a conference to develop cross-curricular learning strategies is another way to assess students' needs.

The growth mindset cards for addressing SEL goals is a recent example of internal evaluation driving new programmatic actions. They have become a priority as the staff has evaluated test data to develop the necessary skill sets to support academic growth.

Professional development is measured by tangible applications into the classroom. Self-evaluations, report outs, and sharing of resources are ways the faculty make the most of professional development. Individual departments determine the PD opportunities that they pursue based on student needs. However, the Leadership team is always pushing instructional staff to think outside the box to address the "whole student" even in professional development. One example would be the counselor, ROP, and PE/Science teachers attending a Love and Logic conference to better address the SEL needs of students, to improve their opportunities for academic success as demonstrated through assessment.

**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

- Conferences
- CAHSEE
- NEWSLEA
- District SCFWA
- IXL/iReady
- CRHS SLOs
- Edu.type
- Industry based certificates
- Love and Logic Conference
- QUE Conference



**D1.6. Prompt:** Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Investment of the administration is similar to the investment that the teachers have with the students, to invest in creating a culture of relationships. Administration consistently does walk throughs and converses with teachers about any concerns, including the assessment process. Administration conduct credit talks, where areas of the program are reviewed and assessed to determine effectiveness and to identify and address any areas of concern. With the implementation of the Growth Mindset cards, the administration does monthly evaluation of the program to determine the effectiveness of the GM cards and if the options on them are applicable.</p>	<ul style="list-style-type: none"> <li>●Teacher goals and observations</li> <li>●Credit production</li> <li>●Student success in transferring to comprehensive schools</li> <li>●Students’ ability to recover credits at accelerated pace</li> <li>●Lesson plans</li> <li>●Leadership meetings and GM meetings</li> <li>●Graduation announcements</li> <li>●Credit conversations</li> <li>●PLC/Buddy Teachers</li> <li>●Programs such as Aviation, AE, DMP, Critical Film Study, etc.</li> <li>●SCE letters</li> <li>●Credit negotiations</li> <li>●Individual Learning Plans</li> <li>●ASB</li> <li>●SPED Media Collaborations</li> <li>●Art projects</li> <li>●Digital photography</li> <li>●Texts Sets</li> <li>●Junky Journals</li> <li>●Unit Themes</li> <li>●Writing Prompts</li> <li>●IXL &amp; iReady</li> <li>●Newsela</li> <li>●Frontload Vocabulary</li> <li>●Focus on GSP schoolwide</li> </ul>
<p>The graduation announcement of any recent graduate is a positive and consistent reminder to teachers and students of the requirements to receive a diploma.</p>	
<p>School administration, leadership, and instructional staff meet regularly to discuss and evaluate credit production, student success, and alternative learning opportunities. These meetings, or PLCs, have lead to after school programs being developed for students, growth mindset activities, new programs such as the Automotive Engineering and Digital Media Production, and intervention with those who are struggling. The curriculum for most areas is a combination of remediation and preparedness for what’s next for students. Real-world tasks such as business emails, resumes, negotiations, contracts, and social media campaigns allow us to build future literacies and support remediation through project-based work.</p>	
<p>Smaller class sizes offer more flexibility than the comprehensive high schools in how we are able to address students’ needs on a more individual basis.</p>	
<p>In math classes data from the Khan Academy is ongoing and available. Student progress is tracked by the number of problems attempted, time spent on tasks, success rate,</p>	



percent completion of the course, and mastery levels achieved by students. The information is used to supplement the program, reteach, or address areas of concern.

Art students demonstrate understanding through the completion of art projects, completion of group art projects and effectively express themselves through writing assessments.

Odyssey is successful in allowing self-directed and socially independent students to show understanding and competence. Students are encouraged to maintain organized and concise notebooks to assist in completion of tasks.

In Language Arts, the use of texts that are relevant and can connect to student life and experiences are used in order for them to gauge valuable concepts and ideas. Also, difficult topics prompt students to use higher order thinking skills with a direction of fulfilling the 4Cs.

With Government and Econ, curriculum is based on real world life skills, current events and issues, the 4Cs. By doing so assessments can connect students with relevant and current uses that are relatable to them.

In Entrepreneurship and career, student growth is measured by participation in class and assignments showing job readiness and soft skills, and classroom collaboration. Grades from daily assignments and weekly quizzes, and progress in projects.

The effectiveness of the assessments used in Science are meant to drive connection to the real world. Assessments, both formal and informal, practical labs, artwork, and current event videos allow for students to demonstrate their deeper understanding of the real world. Success in understanding tends to show through their willingness to extend understanding through optional and extra credit options.

- math data
- Allsides.com
- Interactive notes
- Practical labs
- Informal and formal assessments
- Artwork
- Optional Credits
- Extra Credit options



## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>With an ever-changing population, assessment is the key to inform and guide teachers’ instructional strategies and methodologies. Student performance through a myriad of assessments drives programmatic goals and changes.</p>	<ul style="list-style-type: none"> <li>● SCFWA</li> <li>● IXL/iReady</li> <li>● NEWSLA</li> <li>● Nearpod</li> <li>● Socratic Seminars</li> <li>● One-on-one revision and writer’s workshops</li> <li>● Junky Journals</li> <li>● Student Folders/Portfolios</li> <li>● Posters</li> <li>● Digital Media Projects</li> <li>● PSE Writings</li> <li>● Kahoot Quizzes</li> <li>● Performance Tasks</li> <li>● Business Letters</li> <li>● Speeches</li> <li>● E-mails</li> <li>● Blogs/Websites</li> <li>● Podcasts</li> <li>● Digital Media Productions/Videos</li> <li>● Essays</li> <li>● Authoring Short Stories/Children’s Books</li> <li>● Concept-based grading &amp; Revision (EL &amp; SPED)</li> <li>● Khan Academy</li> <li>● Project based learning</li> </ul>
<p>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 performance tasks. Assessments are directly tied to Student Learning Outcomes, CCSS Learning Targets and Standards, CTE Standards, and real-world applications. This assures that students receive a curriculum that is rigorous.</p>	
<p>In English, students complete formative assessments both district-wide and class-specific. In class, a mix of formal and informal free writes, warm-ups, quizzes, interactive presentations, discussions, polls, and hands-on activities are also used to assess students’ needs along with the district’s literacy assessments. Progress monitoring is completed through a focus of point/support/explain and consume/curate/create through writings, debate, one-on-one revision, writer’s workshops and artifacts from literacy activities. Summative assessments are given through rubric-based performance tasks that require students to apply skills practiced in literacy in real-world applications such as business letters, professional emails, speeches, podcasts, essays, student-authored children’s books, game-based performances, and digital media productions.</p>	



To meet the needs of a large EL population some tools such as NEWSLA offer texts and quizzes in Spanish. By and large, the English department uses concept-based grading for EL and Special Education students. This is built around the revision process and weights rubrics in performance tasks towards conceptual growth rather placing language proficiency as a barrier to expressing growth. This is a more useful approach as it differentiates instruction, allowing lower functioning students to participate, learn and grow.

In math, practices on the Khan Academy website is formative in nature since students receive immediate feedback on every problem. When students have shown a basic level of mastery of all the topics in a unit, they complete a summative assessment for the grade of the credit earned. Any student who struggles may have accommodations such as remediation, taking the tests more than once, using an open notebook, and they may work with the teacher (this is often used with students who are English language learners). The progress is recorded and stored. It can be referred to and analyzed for any increment of time. For example, by selected different ranges of dates one can easily determine patterns of progress or difficulty. This shortens the time needed to correct confusion, and results in more accurate measurements of student progress. Often, conversations are held with individual students to discuss study skills, or the need for perseverance. It also makes summative assessments less relevant because students work toward mastery rather than collecting points for a class grade.

In Fine Arts, a survey is given at beginning of the semester to assess students interests and skills. Student assessment is measured by completed projects in Art and Digital Design as well as rubrics for digital photography. Tangible work by students include projects such as 2- and 3-dimensional designs, sculptures, decoupage, and paintings. Students incorporate elements of principle and design. For example, assignments which require the elements of emphasis and color. In digital photography students use an online text on photography. During the first days of the new school year students are asked to complete a survey describing their previous experiences

- Rubrics
- Verbal student critiques
- Written assignment w/ direct feedback
- Use of media
- Student Store
- Blood Drive
- Shirt Design
- Written tests
- Projects (group and ind)
- Visual representations
- One-on-one verbal quizzing
- Whole group review
- Written tests
- Project learning, individual & pairs
- Classroom presentations (powerpoint)
- Mock Interviews
- Business projects
- Written Business Plans
- Problem solving exercises (group & indiv.)
- Vocabulary Words
- Daily Boardwork
- Extra Credit options
- Optional Credits
- Weekly labs
- Friday Quizzes
- Passion Project Planning Sheet
- Digital Media Productions
- DMP Credit Negotiations.
- DMP Staff Meetings and Peer Reviews.
- DMP Self-Assessments



in art. This can be a formal class or a personal interest. The teacher meets with each student individually to gain a better understanding of their starting point in terms of experience and skills. The first assignments are also planned to give a sense of students' abilities. Effort is a very important part of the assessment process. The teacher compares these first assignment solutions to later, more challenging work. The teacher evaluates first the effort and then the final projects. All classes are introduced to the skills and materials associated with a traditional art program. In addition, writing assignments, oral presentations, and the use of visual technology is required. Students evaluate each other's work, as well as self-evaluate, using rubrics and the oral critique process.

Assessments in ASB are based on interactions between students, skill building, and motivation in school activities.

Assessment in the Odyssey program is done via the pre-test or post-test. If the pre-test score is not passing, then students must work through assigned lessons to review the information. Upon completion of the lessons, they are given a post-test to see if they have reached proficiency.

In the social studies department, by utilizing the introductory writing assessment all students responses are evaluated upon starting their respective course(s). The teacher uses the data to help place students in groups according to their ability. In addition, Newsela is used to gather data on reading levels and improvement. Glencoe's online self-check quizzes provide useful data on reading and memory. The unit quiz and final technology presentations provide data as to whether objectives have been met. The final also reflects social, political, and economic applications in which they can use going forward. Comprehension of documentaries and other films are assessed. Field trips provide data that reflects cultural connections and societal issues with pre- and post-written assignments. iRead assessments is in process of being implemented. The data will be used for scaffolding and reading support strategies.

In ROP, Entrepreneurship, and Customer Service Occupations classes students are required to write an



autobiography which the teachers uses as an assessment to help determine their writing skills. Weekly quizzes are given covering the week's curriculum. Students also use Edu.type to increase their typing skills and speed. Job skills and job readiness are reviewed, ending in mock interviews that students are required to participate in. Classroom presentations using powerpoint to reinforce, review, and practice communication skills are also forms of relevant assessment. The Entrepreneurship text that CRHS uses, offers a website to review vocabulary and provides quizzes as well. Students role play situational workplace ethics to provide students with critical thinking and problem solving skills and ideas in the workplace. Students have the option to earn certificates in soft skills through the [www.sbcalliance.org](http://www.sbcalliance.org) program in Decision Making, Customer Service & Professional Conduct in the Workplace. The first assignments given in class are to type an autobiography, this is used as a way to assess students and to get to know them. Business letters and weekly quizzes are given to assess students knowledge of weekly assignments and projects, as well as class presentations, mock interviews, and soft skills training with quizzes at the end (and certificates earned). Edu.type is offered and used by each student. Business projects and writing a business plan ending with a Shark Tank project are also evidence of learned business objectives.

In Physical Science, classes do daily informal and weekly formal assessments. The teacher gauges the understanding of the learning through informal warm-ups of review of the previous day. Weekly labs are used to gauge the hands-on learning for the week to make the content tangible. Weekly quizzes show understanding of the content through questions based on real world application and content review.

In Digital Media Productions, one of the program's goals is to mimic the workplace. Students plan projects, class activities, and design their own learning process. Assessment is based on digital media products, publishing, self-reflection, peer & teacher evaluations, and self-assessment. Many of the project expectations are tied to the CCSS for English, ISTE Standards, and Media Literacy skills. While formative understanding is established during the project planning phase, students must self-



assess before the teacher offers input during the summative phase. Project progress and staff meetings are used for progress monitoring as well as verbal assessments from stakeholders working with or around the projects.

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Teachers use a variety of formal and informal assessments for formative and summative assessments to evaluate learning and vary 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.</p>	<ul style="list-style-type: none"> <li>● SCFWA</li> <li>● iReady, IXL</li> <li>● Khan Academy records of progress</li> <li>● Weekly student conferences in math</li> <li>● Summative assessment for each math unit</li> <li>● Formative feedback for each math exercise</li> <li>● Math notebooks</li> <li>● Use of media</li> <li>● Student rubrics</li> <li>● Photography text</li> <li>● Verbal student critiques</li> <li>● Food drive</li> <li>● Blood drives</li> <li>● School dances</li> <li>● Student Store</li> <li>● Shirt design</li> <li>● Student leadership conference</li> <li>● Pear Deck</li> <li>● Quizlet</li> <li>● Quizzes/Assignment/Test Data</li> <li>● Media use</li> <li>● Quizzes</li> <li>● Group Discussions</li> </ul>
<p>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.</p>	
<p>In English, we rely on data from our district-wide Single Common Formative Assessments that are given three times a year. These assessments are shared through Illuminate to stakeholders district wide. The data breaks down into specific skill sets, as well as demographic subgroups. Since the loss of CAHSEE data, this has been the most universal data to share schoolwide to drive assessment and instruction. This year we have iReady and IXL to regain meaningful data sets in reading and writing, and soon hope to expand it to mathematics. The English department also regularly discusses literacy team goals to measure growth between classes and adjusts</p>	



curriculum and assessment as needed. This led to not just teaching/reteaching modifications in English, but schoolwide efforts such as focusing on point and support, or instructions and vocabulary.

- Group projects
- Weekly Quizzes
- Weekly labs
- Daily discussions

In the math department, students have access to and receive feedback on every exercise through the Khan Academy. They can get further analysis from the teacher. And each math credit has a summative assessment to gauge the level of mastery for the grade of the credit. The teacher uses this information to address areas where students struggle most by then providing supplementary resources and interventions. Further, math progress data are also used to identify problem areas in content, instruction or understanding. For example, in one math class, each week the total number of exercises completed is compared to the previous week and to different class periods. The data are also compared to the number of credits completed by students. All of this data is on display for students to help them see a correlation between the number of attempted problems and the number of credits written. Individual student data is analyzed weekly to identify struggling or unmotivated students. This in turn leads to conferences, tutoring sessions, added resources online and in the classroom, and adjusted projects or rubrics. Class period data is analyzed and displayed to identify trends which can be celebrated or addressed as needed. For example, in a class where the enrollment was high and the credits earned was low, space and seating is added by converting office space into classroom space. Again, the individualized approach to students' academic growth allows teachers to utilize data from a number of sources to drive our instruction. In Integrated Mathematics 1, students are encouraged to submit questions or topics for specific lesson days each week. This allows for addressing specific topics that students need rather than following a pacing guide that may not address what students are currently working on. Also, the resources provided by our LMS, in particular the Khan Academy, allow us to, at random, check on a student's progress and meet with them to work out a strategy for academic growth.

In Fine Arts, completed art projects, and discussion with



students one on one, as well as group discussions is a way to measure students understanding of the projects. Use of media, such as viewing a DVD on a famous photographer, and writing a response.

ASB students are required to have to have good attendance and keep a good academic standing. Students keep a record of the activities they have been involved in for each grading period.

In Social Studies we use Pear Deck to get measurable assessment data that indicates student understanding and areas for growth. The data and feedback from oral assessments drive reteaching and retraining. Unit quizzes also cover all the chapters and show growth or progress. Writing, debates, and discussions also provides feedback that drives instruction.

In Entrepreneurship and Customer Service, weekly quizzes and vocabulary are used to assess learning and the outcome of the quizzes are the drive for further conversation and discussion. Group or classroom discussions are a way to understand and see who is making a connection with the curriculum.

In Science, teachers use weekly quizzes to assess understanding of content and the direction of future content. Group labs allow for understanding and connection to the real world. Daily discussions allow for faculty to extend and reflect on content.

**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p><b>Interview Results:</b></p> <p>The Canyon Ridge culture is consistently being expressed in every class. Communication between teachers and students is reiterated weekly, if not daily in classes and at</p>	<ul style="list-style-type: none"> <li>●Growth Mindset cards</li> <li>●Graduation requirement reminders</li> <li>●Transcript</li> </ul>



the moment where students walk into the classroom. Teachers greet, question, answer, and empathize to obtain the positive productive atmosphere that they desire. Teachers desire to create a level of trust between teacher and student that promotes productive learning and an atmosphere of expression. Teachers use warm/ups, formal and informal discussions, online work/assessments, group discussions, individualized expression of learning, creative projects, labs, STEM learning, and informal credit discussions to express the expectations of the teacher and the site upon the students.

With the high mobility rate at the school, every grading period can be considered a reset and a chance to reevaluate the expectations in the classroom with the students and gain feedback from the students about effectiveness. Expectations of the students can also be obtained by the signing of the Growth Mindset cards, beverage chips, and individualized teacher rewards.

As a staff, we often discuss literacy levels, needs, and strategies for the entire school, certain activities, and individuals with specific needs. We also try to hold collaborative student activities such as the Freedom March, ASB School Board Reports, and Panel Interviews with district members to allow staff and stakeholders to witness student literacy growth firsthand.

Administration supports teacher-student relations by encouraging conversations within the classroom and re-evaluation of transcript data to spark creation of goals. With the use of Growth Mindset Cards, school-wide announcements of graduates, students are consistently encouraged to reach graduation requirements.

In the math department, teachers regularly work with individual students to monitor comprehension, progress, as well as mindset about mathematics. Teachers track the number of attempted exercises, strategies used, and the level of mastery achieved, for individual students and share findings with them on a regular basis.

In Social Studies, the goal is to build relationships that

conversations

- Syllabus
- Interviews
- Student work
- Khan Academy student progress data
- Students in classes at lunch and after school programs.
- PBL/3D Projects
- Formal and informal assessments to gauge learning.
- Interactive labs
- Artistic posters
- Progress reports
- Daily Agendas
- Infinite Campus
- Optional Credits
- Simplified CCSS Learning Targets.
- CRHS/SBAC Rubric
- What/How/Why
- Live grading
- Personal communication 3x5 cards.
- Individual revision plans.
- Freedom March
- Isaiah Abeyta Video
- Sound Pitt productions
- View from the Ridge Video
- Raven Rewinds
- Podcasts
- Walk out songs
- Student-evaluations for publishing
- Credit negotiations (DMP)



have mutual trust, to make students feel wanted and appreciated and worthwhile. Classes are designed to entertain, have humor and fun, while learning. With the use of games, rewards, and honesty, the hope is have students attend regularly and engage in learning. We are honest with them. This helps students like school and like their teachers.

In Science, the relationships that are obtained from students go beyond just the content. The classes delve into the understanding of the levels of the students and creating curriculum based off the feedback received from the students. Connecting, understanding, being able to empathize, but more importantly the ability to connect realia to their everyday lives, allows for expression of expectations and goal creation. It is by understanding and then immersing oneself into their culture, that allows for positive and productive relation to content and each other.

In English, every unit, activity, and assessment is tied not only to simplified CCSS Learning Targets, but also a tangible *why* and a real world application such as business emails, car contracts, lease agreements, job interviews, standardized testing for the next level, or college readiness. Many documents have a “what/how/why” statement. They also discuss how every seemingly “literature” activity has reading, writing, or speaking/listening skill that transfer to college and career. We use goal setting cards, assignment response cards, personal interviews, and live grading. Since we have smaller class sizes, all grading is done with students present. Grading is based on revision to completion and improvement based on personal skill-level. Expectations are personally communicated to each student based on their needs, skills being gained, and work in progress.

In Digital Media Productions, students complete community projects and personal passion projects on a self-constructed learning plan to guide their learning process. The consume, curate, and create SLOs follow with the model of plan, produce, and publish as well as the goal, process, and product/reflection of the independent learning plans. Assessment comes in media products, self-reflection, and student/teacher negotiations for credits.



Regular meetings between students and teachers mutually drive expectations to prepare students for the workplace.



## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical student learning needs)**

As a non-traditional setting with a high transient rate in student population, CRHS strives to find individualized methods of assessment that allow instructional staff to utilize relationships to measure student growth through a multitude of assessment methods. Growth is measured through formative assessments, progress monitoring, and summative assessments that vary with the use of performance tasks, PBL products, real-world applications, multiple-modality products, as well as a mix of traditional assessments. In lieu of standardized testing data that tracks students across multiple semesters or school years, CRHS utilizes feedback from students and staff conversations or PLCs to quickly establish student performance and needs. The faculty does use some traditional methods to gather data for literacy and are developing diagnostic tools for numeracy that give the instructional staff a quick and accurate snapshot of students' skill levels and areas for growth. Feedback drives the development of new programs during and after school, to increase student engagement and growth through hands-on and supportive opportunities. Since credit production is based on literacy, rigor, and standards class-by-class, the number of credits earned continues to serve as a primary measure of student growth and success, not just academically, but also socially and emotionally.

**Prioritize the areas of strength and growth for Category D.**

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

1. Individual student assessment through relationships and quick, consistent, non-traditional monitoring of learning and growth.
2. Students experience many non-traditional and creative methods for students to display growth and learning.
3. Students experience many PBL and hands-on assessments that connect to real-world and real-life skills.
4. Teachers provide highly flexible and adaptable assessments.

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

1. The continuance of implementing individual student assessment through relationships and quick, consistent, non-traditional monitoring of learning and growth should remain a high priority.
2. The school needs to find ways to collect meaningful and useful data, acknowledging the complications of a highly transient population, that directly impacts the



implementation of the SLOs.

3. CRHS needs to explore a literacy and numeracy diagnostic tool to evaluate and refine the academic program.
4. CRHS needs to continue to develop creative assessments that build the connections between Social Emotional Learning and Growth Mindset.

WASC 2019



**RAVENS**  
CANYON RIDGE HIGH SCHOOL



**CHAPTER 3e**  
**CULTURE**



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

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>Canyon Ridge has developed a written Title I plan for parent and family engagement with input from parents and family members. The Plan was developed in partnership with School Site Council, and aligns with the Single Plan for Student Achievement, Site Leadership Team Goals, and parent feedback from student-centered orientations. The plan is on display on the CRHS website and some elements are used in the CRHS student handbook. Canyon Ridge High School provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports in a format and language that parents understand.</p>	<ul style="list-style-type: none"> <li>● Enrollment orientation</li> <li>● Back-To-School Night</li> <li>● Educational Plan Meetings</li> <li>● Student Handbook, in English and Spanish</li> <li>● School and district letters home in English and Spanish</li> <li>● Community Scholarships</li> <li>● Infinite Campus</li> <li>● Thrillshare - Social Media Platform</li> <li>● School Site Council</li> <li>● ROP</li> <li>● 10 Year Anniversary Celebration with Alumni, open to public</li> <li>● Community's Festival of the Arts</li> <li>● ELAC</li> <li>● DELAC</li> <li>● District Parent Center</li> <li>● Career Fair</li> <li>● English translators</li> <li>● Bilingual staff members</li> <li>● The Clothes Hanger</li> <li>● Rena's Dresses</li> <li>● Parent Teacher Conferences</li> </ul>
<p>Canyon Ridge would benefit from more consistent parental involvement, especially from non-English speaking and special needs parents.</p>	



- Collaborative Teaching
- Senior Banquet/Awards Night
- Graduation Ceremony
- Growth Mindset Cards
- Youth in Government
- Senior Portraits
- Graduation Announcements
- Graduation Ceremony
- Daily Announcements
- ConnectEd calls
- #myravenstory

### Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>Canyon Ridge High School uses many outside sources to supplement learning. For example, Dave Batta at Coyote Hobby provides an extensive race track and workshop, off campus, to teach students the principles of automotive engineering in weekly hands-on sessions where students can compete with other high school teams for a trophy. Students actively gather sponsors for their races by reaching out to the business community in a professional manner. The highlight to the Automotive Engineering elective last year was to race against other high schools' Automotive Engineering programs. The students met after school for eight weeks and then competed through points and finish places of two classes of vehicles: the buggy and the truck. At the end of the season, the top three place finishers were awarded certificates and the overall winner won a trophy and bragging rights for that year. Canyon Ridge has also brought in resources such as 3D printers to provide real world experiences in design, programming and manufacturing. Community members visit and speak to students. For example, guest Chris Hernandez, author and illustrator of <i>Jack and the Zombie Attack</i>, presented the art classes with information about his career. A</p>	<ul style="list-style-type: none"> <li>● Community Service Day</li> <li>● Automotive Engineering Program</li> <li>● Sound Pitt</li> <li>● Job Corp Field Trips</li> <li>● LCAP</li> <li>● County Student Advisory Panel</li> <li>● City of Hesperia's Youth in Government day</li> <li>● San Bernardino County Voter Registrar</li> <li>● Lifestream Blood Drives</li> <li>● Food drives</li> <li>● Mock interviews with business people</li> <li>● Guest speakers in PE</li> <li>● Principal of the Day</li> <li>● Field Trips</li> <li>● Workability Program</li> <li>● Transitional Partnership Program (TPP)</li> </ul>



question and answer session was held for students. Raven alumnus, Rhonda Hanke, graphic designer and fashion design teacher, also presented the art classes with examples of her graphic design work and held a question and answer session. To set up the sound studio, Jesse Pina, Guitar Center's Studio Representative, consulted with students to help create learning lab and sound studio that they wanted. In the Social Studies department students are required to communicate professionally with elected officials, who occasionally respond in person on campus. Social Studies students are encouraged to attend school board and city council meetings for real world applications and credit in class. Several students from social studies attend and participate at the Youth in Government Day where students job shadow or fill in for various positions in the city of Hesperia. Staff also network with the San Bernardino County Voter Registrar who provides on site training to students for voter registration and polling. This provides temporary work opportunities for Ravens while they learn about the voting process in an authentic community setting. Students go on trips to Job Corp where they become familiar with programs available to learn trade skills for multiple career opportunities. At the yearly Job Fairs, presented by the ROP department, all Ravens have access to various organizations as they consider post-secondary education and training. Many of the organizations that attend also provide accelerated programs to help students gain training and certification for jobs and vocations that are in high demand. These community partnerships help to create a positive culture on campus and a good reputation in the community.

- Workforce Investment Opportunity Act (W.I.O.A.)
- Work Experience
- School Site Council
- ASB Board Presentations
- UTI Field Trip
- Special Olympics
- Community college visits
- Job Fair
- SJVC Guest Speaker



## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>The campus is safe, clean, and orderly due to consistent daily procedures implemented by custodial staff. Upon arrival, the custodian checks the grounds for any damage or problems. During the school day the custodian monitors student areas, especially where food is served. Then after the students leave, a night custodian cleans each room on campus. Custodians are provided the equipment they need, and when maintenance is needed, the district's Maintenance and Operations department has an effective procedure and a good track record for addressing issues in a timely manner. The result is a clean, safe campus where students can focus on academics.</p>	<ul style="list-style-type: none"> <li>● Clean Campus</li> <li>● Low Discipline</li> <li>● Consistent custodial procedures</li> <li>● Internet use agreement signed by all students</li> <li>● Annually updated student handbook</li> <li>● Small class size for increased teacher/student connections</li> <li>● School police presence on campus (part time)</li> <li>● Campus assistants to ensure student safety</li> <li>● Growth Mindset Cards</li> <li>● County psychologist</li> <li>● Twilight support program</li> <li>● Posted bullying information</li> <li>● Posted Uniform Complaint procedures</li> <li>● Regular emergency drills</li> </ul>
<p>All students signs an Internet Use Agreement contract which outlines there personal responsibilities for accessing the internet at school. This is essential at CRHS because students must access the internet regularly as part of their academic experience. Internet safety is a high priority for HUSD. Chromebooks are used, along with school-issued student Gmail accounts. They must log in using their school credentials. Once on, monitoring software allows teachers to see that students are on task and not accessing inappropriate websites, and the district IT department has access to the account histories. The IT department also works to prevent problems by activating basic filters for all school wireless signals throughout the district. This minimizes distractions and helps to keep the</p>	



classroom a place for learning.

All students and parents have access to Uniform Complaint forms by visiting the district website. The district policy for Uniform complaint procedures is posted in all classrooms and offices, and is printed in the student handbook. This protects families' rights and keeps Canyon Ridge in compliance with Ed code.

In the health classes students research and learn about the importance of good health and the effects of drug and alcohol abuse. Further discussions occur in alternative settings such as the My Name, My Story team-building workshop and the Why Try Student Intervention program, conducted by the Assistant Principal. Services are also available, by referral, to the county or other programs, such as Twilight for anger management or substance abuse. This helps to provide needed resources and to minimize problems on campus.

Students are taught empathy and healthy ways to express themselves by organized outlets such as peaceful rallies, online blogs, and immersive experiences and conversations such as the We Day celebration, the Raven reenactment of the March on Washington, and participation in the county's Student Advisory Panel. This teaches responsible and positive use of student voice and expression.

On a more routine schedule, the school resource officer regularly finds positive ways to interact with students. He works to demonstrate that good relationships with a member of law enforcement are possible and desirable. Similarly, campus assistants supervise and monitor the campus, while cultivating helpful relationships with students. Many students also confide in teachers and administrators about concerns on and off campus, helping students to feel heard and respected.

Staff maintain high standards for student behavior and language. Campus supervision between class periods is very good due to three campus assistants as well as



teachers who regularly greet students outside their classrooms, which creates even more supervision in the halls. CRHS also has widespread, real-time camera coverage of the site. The supervision helps to keep students safe and protected.

HUSDs Bullying policy is posted in all classrooms and offices. The student handbook also states that bullying is a violation of school rules. Teachers actively work to interfere with or prevent bullying by supervising passing periods, infusing empathy in curricula, and creating caring relationships with students. As a result, students experience a safe learning environment.

CRHS regularly conducts emergency preparedness drills, including participation in the state’s Great Shakeout in October. The staff improved the site’s preparedness by procuring comprehensive bright orange emergency kits for each classroom, which include flashlights, food, water and other supplies. These are kept in full view for anyone to access in an emergency.

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>One of Canyon Ridge High School’s greatest strengths is the caring and concern demonstrated for students. Since many students are placed at Canyon Ridge because of problems they are having at other schools, negative associations can be formed. Teachers and staff strive each day to counteract these negative perceptions. Using the latest technology and small classes, with individualized attention and differentiated instruction, many opportunities are created for students to express themselves, such as through art, composition, blogs, debates, musical journeys, video productions, etc. Since CRHS is a smaller site, staff is responsive to needs that</p>	<ul style="list-style-type: none"> <li>●Growth Mindset cards</li> <li>●Growth Mindset theme</li> <li>●Beverage Chips and game tokens for positive behavior</li> <li>●Awards ceremonies</li> <li>●Field trips</li> <li>●Guest speakers</li> <li>●Student Advisory Panel for student voice</li> <li>●Leadership class</li> <li>●Youth in Government</li> </ul>



arise as well as rare opportunities. For example, the automotive engineering program was developed to appeal to kinesthetic learners who did not always have opportunities to apply problem solving to physical situations, in an academic setting.

Faculty understand that students are individuals with many non-traditional talents such as musical and artistic ability. Many students are sensitive and show empathy toward one another, especially marginalized individuals.

**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

- Small class size for lower teacher/student ratio
- Differentiated Instruction
- Intramural sports
- #MYRAVENSTORY

Findings	Supporting Evidence
<p>Staff meet once a month to discuss plans, progress, and successes. They share their thoughts after completing professional development. This is in addition to weekly collaborations, and monthly leadership meetings and the School Site Council meetings, all of which are open to all staff. Staff communicate informally each day by email and in person. Teachers collaborate on lessons to create cross-curricular experiences, for example the March on Washington lesson.</p>	<ul style="list-style-type: none"> <li>● Monthly staff meetings</li> <li>● Monthly leadership team meetings</li> <li>● Wednesday Collaborations</li> <li>● Cross-curricular collaborations</li> <li>● School Site Council</li> <li>● SPSA</li> <li>● LCAP</li> </ul>
<p>Stakeholders are able to participate by attending School Site Council meetings, but this is an area of growth, needing a higher level of outside participation on a more consistent basis.</p>	



### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Indicators with Prompts

##### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Canyon Ridge has available and adequate services for students. For academic support, teachers are available after school for one hour each day. They can also be contacted via email for questions. Beyond that, each teacher archives online supplemental resources for students to access 24/7. In the classroom, the principle of universal access is often used. For example, students use the closed captioning while watching video lessons. Students also have access to more personalized support with the introduction of instructional assistants in certain classes.</p> <p>For students’ mental health needs, Canyon Ridge has an agreement with the county’s psychologist to provide discreet meetings on campus with individual students who sign up for it. When a student seems in need of additional support, administration may refer the student to the psychologist for ongoing or emergency care. To address the needs of a small group of students who are struggling, the administration introduced the Why Try program designed to provide support and guidance to students who struggle with decision-making, peer pressure, and motivation, or the Twilight program for drugs or anger issues.</p>	<ul style="list-style-type: none"> <li>● Teacher’s office hrs until 2:45</li> <li>● Regular counseling appointments</li> <li>● Monthly transcripts</li> <li>● Instructional Assistants for extra support</li> <li>● Onsite private psychological counseling by county</li> <li>● Why Try intervention program</li> <li>● Twilight program</li> <li>● Regular counseling appointments</li> <li>● Students contact teachers by email</li> <li>● 24/7 online curricula</li> <li>● IEPs</li> </ul>
<p>All staff members work to create positive relationships with students, but the school counselor is available, by request, to any student who needs personal support. IEPs are used, updated, and followed by staff. This ensures</p>	



access to resources and compliance with ed code.

**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
<p>Canyon Ridge students are often in need of soft skills such as building rapport, showing respect, and interacting positively. To that end, leadership and staff have developed the Growth Mindset cards which direct students to have thoughtful interactions with one another and with staff. It also focuses on strategies for academic success and for personal growth and development. This is a voluntary opportunity which most Raven students have chosen to participate in. The act of receiving a stamp has become a familiar sign of the Raven culture. CRHS also participates in interventions that are offered through the community such as the Soft Skills boot camp (by the county), Job Corp, and the Why Try program. These character building experiences also improve students' academic success by reinforcing behavioral expectations.</p> <p>In all classes, supplementary multimedia resources such as videos and slide presentations are available for students to access 24/7. They often include graphic organizers, oral explanations, or videos with closed captioning. Most classes offer alternative assignments and extended deadlines. Teachers work to strike a balance between providing opportunities to recover credits and maintaining high standards for academic progress. Student academic interventions are frequently implemented and shared, both formally (at collaborations) and informally. The Special Education department offers extra support and remediation for students. Three Instructional Assistants are available to provide individualized support in various classes.</p>	<ul style="list-style-type: none"> <li>●Alternative credits</li> <li>●Accommodations</li> <li>●Growth mindset cards</li> <li>●Class websites and supplemental resources</li> <li>●Soft Skills boot camp</li> <li>●Job Corps</li> <li>●Why Try</li> <li>●Mix It Up Day</li> <li>●We Day</li> <li>●Student intervention meetings</li> <li>●Wednesday collaborations</li> <li>●Instructional assistants</li> </ul>

**Support Services – Multi-Tiered Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic



standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Grading periods are approximately six weeks long. This creates eight opportunities throughout the year for teachers to assess student progress and learning. The counseling department prints out updated transcripts for all students each grading period. Infinite Campus is used to maintain and record student progress. It is accessible by parents, students, teachers and administrators.</p>	<ul style="list-style-type: none"> <li>● Reading level assessments</li> <li>● Math: regular progress checks</li> <li>● Elective credits for math remediation</li> <li>● Student intervention meetings</li> </ul>

As a staff, Canyon Ridge addresses concerns about particular students who are struggling. These student intervention meetings have taken various forms over the years. Most recently, the lowest credit-producing students are discussed at a post-grading period meeting, with all of the teachers and administrators. Perspectives are shared and interventions are planned for each student. Some of these interventions may include additional resources, accommodations or parental involvement.

The students in the special education program are placed in general education classes whenever possible. The special education teacher monitors their progress and meets with each general education teacher monthly to discuss their progress and any areas of concern.

**Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>The counselor meets with each student when they first enroll, yearly, and when needed, either by the student or by the counselor, to select the appropriate classes to recover credits, transfer to a comprehensive high school, to graduate on time, or to graduate early. As students’ needs change, their schedule is updated. Students are</p>	<ul style="list-style-type: none"> <li>● Credit form</li> <li>● Credit checks</li> <li>● Common after school prep period</li> <li>● Schedule flexibility</li> <li>● Master schedule</li> </ul>



routinely able to meet graduation requirements for the district.

- Online learning
- Opportunity to advance at accelerated pace
- Graduation rates

All teachers have a sixth period prep which makes them available for make-up work, or tutoring students after school, as needed to provide all students extra support. Students have online access to the curriculum 24/7.

Odyssey is available for credit recovery, especially for elective opportunities. Students have the opportunity to work at an accelerated pace.

**Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<p>Canyon Ridge works hard to offer a wide variety of educational experiences to students. In addition to core classes, CRHS offers rigorous and interesting electives such as Cultural Arts, Photography, Digital Media, Leadership, Yearbook, Automotive Engineering, Aeronautics, and Photography. Many of these subjects were chosen because they are topics which appealed to the current population of students. The after school program offers Film Critique, Jewelry-Making, or Sound Production, for certain grading periods. Enrollment in these classes is open to all students. All of these classes offer elective or arts credits. There is an emphasis on communication, creativity, and problem-solving, which are directly related to the expected student learning outcomes.</p>	<ul style="list-style-type: none"> <li>● Growth Mindset cards</li> <li>● ASB activities</li> <li>● Aikido club</li> <li>● Yearbook club</li> <li>● Sound Pitt</li> <li>● Digital Media</li> <li>● Extended days</li> <li>● Automotive Engineering</li> <li>● Aeronautics</li> <li>● Blog projects</li> <li>● Video projects</li> <li>● Youth in Government</li> <li>● Student Advisory Panel</li> <li>● Board Presentations</li> </ul>



## **ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical student learning needs)**

Canyon Ridge High School's campus fosters student support, academic engagement, and socialization with the goal of creating better citizens for our community. Canyon Ridge High School is highly regarded for both the quality and quantity of its intervention and support services. CRHS exceeds the number of instructional minutes required for a continuation high school. All CRHS students attend full time, five days a week. The relatively small class sizes benefit students, as more individualized attention can be placed on their academic success.

The school has existing policies and regulations that ensure a safe, clean, and orderly environment. The school establishes an atmosphere of trust, respect, and professionalism. It is the school's endeavor to foster skills in all students through differentiated instruction that lead to college and career readiness by capitalizing on their special talents and strengths. Canyon Ridge High School has formulated support services, activities, and opportunities to ensure continued student growth. The school aligns both academic and social standard to achieve post high school success for students. Many services are employed such as counseling/advisory, articulation, psychological, vocational, referral services, and health services.

CRHS has worked on improving school culture and support for student growth. This effort has resulted in increased opportunities and interventions for students.

**Prioritize the areas of strength and growth for Category E.**

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

- 1.The relationships built among CRHS staff and students are strong and genuine, as they address the social-emotional needs and development of students.
- 2.Student Support meetings among staff and administrators impact student success.
- 3.Good relationships with local businesses and government agencies provide resources and support for students.

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

- 1.Canyon Ridge should continue to develop ways to involve more parents in the school community, given the challenge of a high mobility rate.
- 2.CRHS should continue to communicate the positive reputation of "the best little high school in the desert" within the school district and community.



3. Canyon Ridge should continue to find more real-life oriented resources, such as field trips, CTE pathways, internships, and mentorships to broaden opportunities for students.



## **Prioritized Areas of Growth Needs from Categories A through E**

Schoolwide areas of strength:

- Critical thinking, creativity, communication, and collaboration is clear focus across disciplines.
- CRHS offers a variety of extended learning pathways that create real-life and real-world connections for all students.
- CRHS offers a diverse curriculum, alternative education, and additional opportunities to reconnect to learning through becoming effective consumers, curators, and creators.
- The relationships built among CRHS staff and students are strong and genuine, as they address the social-emotional needs and development of students.

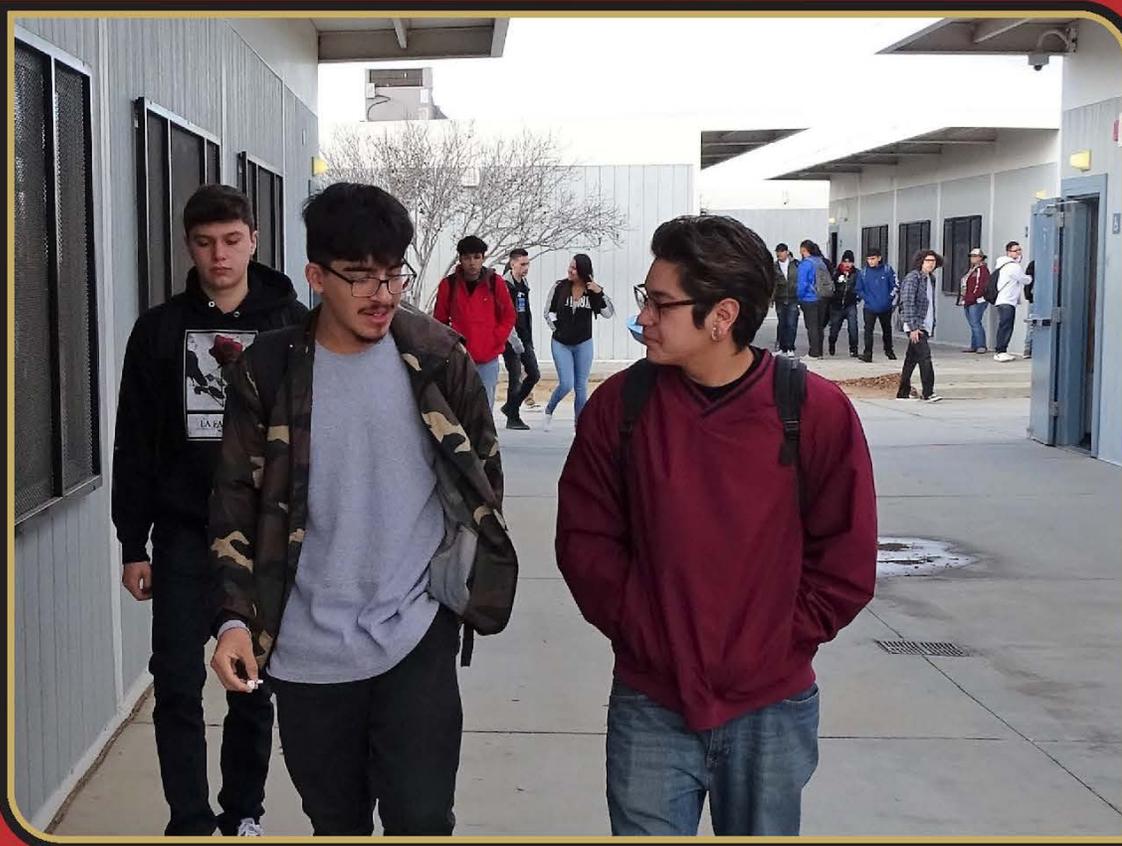
Prioritize the growth areas from the five categories:

- The school needs to find ways to collect meaningful and useful data that directly impacts the implementation of the SLOs.
- Canyon Ridge should continue to find more real-life oriented resources, such as field trips, CTE pathways, internships, and mentorships to broaden opportunities for students.
- Continue to leverage the connections between social-emotional learning and academic success for all students.
- Continue to build and increase parent and community connections and programs to prepare students for careers and college.

**WASC 2019**



**RAVENS**  
CANYON RIDGE HIGH SCHOOL



**CHAPTER 4**  
**SUMMARY**



## **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

**Summarize the identified critical student learning needs based on profile and Focus Group findings.**

Based on the data analysis of the self-study, the following critical learner needs were identified:

- Improve math proficiency as measured by grades in the course and CAASPP pass rates.
- Improve reading skills in order to provide all students with access to the curriculum.
- Improve attendance rate for all students.

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## CHAPTER 5 ACTION PLAN

## Chapter V: Schoolwide Action Plan

### Chapter 5: Schoolwide Action Plan: 2018 – 2023

The development of the Canyon Ridge High School Action Plan like the rest of the Self Study and Single Plan for Student Achievement (SPSA) was the result of the continues and collaboratively work done, and was based on careful evaluation of school demographics and achievement data. The Leadership Team met to compile, organize, and formulate steps that reflected our identified areas of growth in order to increase student achievement and ensure mastery. In addition to the Success Indicators, the Single Plan for Student Achievement, and the Schoolwide Action Plan will be a vital instrument for increasing student achievement over the next years.

Our Action Plan has identified four major goals, derived from the WASC Self Study, data analysis, Single Plan, and measurement of the school’s achievement of our Schoolwide Learner Outcomes. The first goal focuses on promoting and fostering 21st-century Literacy Skills, the second goal focuses on improving and increasing parent involvement, goal three focuses on positive and safe environment, and the fourth goal focuses on developing common practices that center around 21<sup>st</sup>-Century Literacy Skills.

The Leadership Team will monitor the progress of the Schoolwide Action Plan annually that is aligned it with our Single Plan for Student Achievement. The school leadership will make sure there is a calendar of meetings and agendas to reflect and review progress, provide student achievement data for review and analysis, and disseminate information to all community shareholders. Recommendations for modification of the Schoolwide Action Plan, as well as, the Single Plan for Student Achievement, will be reviewed when data analysis suggests change is evident, modifications are necessary and/or district mandates need to be implemented.



**Chapter 5: Schoolwide Action Plan: 2018 – 2026**

<b>School goal #1</b>	<b>To Promote and foster 21st-century Literacy Skills across all disciplines</b>
<b>LCAP/LEA Goal</b>	To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career
<b>Data used to form this Goal:</b>	<ul style="list-style-type: none"> <li>• 90% of 11th graders did not meet standards in Mathematics in 2017 on the SBAC.</li> <li>• 97% of 11th graders did not meet standards in English in 2017 on the SBAC.</li> <li>• 83% of students scoring moderately below grade level in reading.</li> <li>• Teacher created formal and summative assessments.</li> <li>• Graduation rates</li> </ul>
<b>Findings from the Analysis of this Data:</b>	Use alternative curriculum and instructional approaches to assist students in understanding the course content.
<b>How the School will Evaluate the Progress of this Goal:</b>	CAASPP Classroom Summative and Formative Assessments 4C Walk-through with Administration, District Office Personnel and CRHS Staff County Walkthroughs CELDT Scores for Participating Students Individual CRHS Credit Form HUSD Writing Assessment Graduation rates CELDT results Monthly Student Graduation Checks
	Increase the consistent use of rigor across the curriculum to improve student learning. Prepare students for career and/or college readiness through a rigorous curriculum that is aligned with the State Standards; Increase graduation rates and/or transition students back to their home schools. CRHS is committed to providing meaningful and relevant instruction for all students through engagement and state-aligned curriculum



Action Steps	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p><b><i>Establish support programs to assist students who are underachieving:</i></b></p> <ul style="list-style-type: none"> <li>• Increase use of alternative strategies meant to reach all learning modalities.</li> <li>• Increase coaching opportunities.</li> <li>• Continue to monitor students in Student Support Team</li> <li>• Provide and communicate availability of additional extended learning opportunities, including tutoring and interventions before, during, and after school.</li> <li>• Explore research-based interventions to increase academic achievement of EL students</li> <li>• Investigate and utilize available resources in the community to mitigate behavior that hinders student achievement</li> <li>• Continue to provide parents with assessment data and ensure they understand data</li> <li>• Analyze data to assess effectiveness of any support program we implement</li> <li>• Continue to train staff on how to analyze data and use results to drive instruction</li> </ul>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Leadership Team</li> <li>-Instructional Staff</li> <li>-Counselor</li> </ul>	<ul style="list-style-type: none"> <li>-School Budget</li> <li>-LCAP Funds</li> <li>-School Support Personnel</li> <li>-Community Resources</li> <li>-Local District Funds &amp; Personnel</li> <li>-Educational Research</li> <li>-Regional Occupational Centers</li> <li>-Community Agencies</li> <li>-Adult School</li> <li>-Parent Associations</li> </ul>	<ul style="list-style-type: none"> <li>-Master Schedule</li> <li>-Marks Analysis</li> <li>-Single Assessment</li> <li>-Periodic Assessments</li> <li>-Curriculum-based Assessments</li> <li>-Student Survey</li> <li>-Counselor Logs</li> <li>-Tutoring Logs</li> <li>-Intervention Logs</li> <li>-Cumulative Point Sheets</li> </ul>	<ul style="list-style-type: none"> <li>-WASC Action Plan</li> <li>-Single Plan for Student Achievement</li> <li>-School Site Council</li> <li>-Leadership Team</li> <li>-Faculty Meetings</li> <li>-School Website</li> <li>-Email Communication</li> <li>-Parent Conferences</li> <li>-LCAP meetings</li> <li>-ELAC meetings</li> <li>-SST</li> </ul>



<b>School goal #2</b>	<b>Improve &amp; Increase Parent Involvement Participation</b>
<b>LCAP/LEA Goal</b>	To involve our parents, families, and community stakeholders as direct partners in the education of all students
<b>Data used to form this Goal:</b>	<ul style="list-style-type: none"><li>• Parent Survey</li><li>• Parent Participation</li><li>• Attendance count at meetings</li><li>• Measured Interaction with the parents and stakeholders through Parent Forum.</li></ul>
<b>Findings from the Analysis of this Data:</b>	There is a lack of parent participation at CRHS. Although many continuation high schools struggle with parent involvement, we attempt to bridge parent connectedness.
<b>How the School will Evaluate the Progress of this Goal:</b>	Increased parent participation at various school functions such as: <ul style="list-style-type: none"><li>•Counselor meetings</li><li>•Individual Learning Plans</li><li>•IEP's</li><li>•Orientation/intake</li><li>•LCAP</li><li>•Open House</li><li>•ELAC</li></ul>
	In an effort to maintain communication with parents and stakeholders concerning student academic performance, Canyon Ridge High School utilizes many different tools. Initially, all incoming students/parents take part in an orientation process. Parents have an opportunity to meet the administration and counseling team to develop an on-going line of communication. Parents and students are encouraged to take advantage of an open door policy. Faculty is consistent in making parental phone calls, emails, and other correspondence home regarding student progress. Additionally, parents have access to Infinite Campus database for up-to-the minute information on their child's attendance and academic standing.



Action Steps	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>• Conduct parent in-services on interpreting assessment results</li> <li>• Continue provide Open House opportunities</li> <li>• Communicate and recruit volunteers to participate in committees and parent programs.</li> <li>• Develop additional parent workshops during and after school on how to support student achievement</li> <li>• Continue to communicate school resources, academic progress, and support services</li> <li>• Provide and communicate the availability of additional extended resources</li> <li>• Maintain partnership with HUSD Parent Center</li> <li>• Develop additional rewards and incentives to encourage parent participation</li> </ul>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Leadership Team</li> <li>-Instructional Staff</li> <li>-Counselor</li> <li>District Office</li> <li>Parent Center</li> </ul>	<ul style="list-style-type: none"> <li>-School Budget</li> <li>-LCAP Funds</li> <li>-School Support Personnel</li> <li>-Community Resources</li> <li>-Local District Funds &amp; Personnel</li> <li>-Educational Research</li> <li>-Regional Occupational Centers</li> <li>-Community Agencies</li> <li>-Adult School</li> <li>-Parent Associations</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Survey</li> <li>-Parent Participation Data (meeting attendance, agendas, phone logs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- WASC Action Plan</li> <li>-Single Plan for Student Achievement</li> <li>-School Site Council</li> <li>-SST</li> <li>-School Website</li> <li>-Email Communication</li> </ul>



<b>School goal #3</b>	<b>Recognize student achievement &amp; attendance in a safe environment.</b>
<b>LCAP/LEA Goal</b>	To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students
<b>Data used to form this Goal:</b>	Data utilized to form this goal is the everyday interaction of all Canyon Ridge High School stakeholders and results from stakeholder surveys, California Healthy Kids survey results, Physical Fitness test results, administrative and staff visual observation reports, and meeting minutes/notes from communication between stakeholder groups and the annual suspension and expulsion rate data evaluation. Attendance reports Graduation rates Suspension rate
<b>Findings from the Analysis of this Data:</b>	Analysis of data indicates an ongoing need for Canyon Ridge High School administration, school police, support staff, and local law enforcement to offer information related to staff development and awareness as needed to maintain a safe, drug free, healthy, and conducive learning environment for all students and staff. In addition, community stakeholders will also be able to provide information through letters to parents, informational flyers, Thrill-Share messages, website, as well as a "Keep Students Safe" message service.
<b>How the School will Evaluate the Progress of this Goal:</b>	Increased parent participation at various school functions such as: <ul style="list-style-type: none"><li>•Counselor meetings</li><li>•Individual Learning Plans</li><li>•IEP's</li><li>•Orientation/intake</li><li>•LCAP</li><li>•Open House</li><li>•ELAC</li></ul>



Action Steps	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>• Conduct parent in-services on interpreting assessment results</li> <li>• Continue provide Open House opportunities</li> <li>• Communicate and recruit volunteers to participate in committees and parent programs.</li> <li>• Develop additional parent workshops during and after school on how to support student achievement</li> <li>• Continue to communicate school resources, academic progress, and support services</li> <li>• Provide and communicate the availability of additional extended resources</li> <li>• Maintain partnership with HUSD Parent Center</li> <li>• Develop additional rewards and incentives to encourage parent participation</li> </ul>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Leadership Team</li> <li>-Instructional Staff</li> <li>-Counselor</li> <li>District Office</li> <li>Parent Center</li> </ul>	<ul style="list-style-type: none"> <li>-School Budget</li> <li>-LCAP Funds</li> <li>-School Support Personnel</li> <li>-Community Resources</li> <li>-Local District Funds &amp; Personnel</li> <li>-Educational Research</li> <li>-Regional Occupational Centers</li> <li>-Community Agencies</li> <li>-Adult School</li> <li>-Parent Associations</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Survey</li> <li>-Parent Participation Data (meeting attendance, agendas, phone logs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- WASC Action Plan</li> <li>-Single Plan for Student Achievement</li> <li>-School Site Council</li> <li>-SST</li> <li>-School Website</li> <li>-Email Communication</li> </ul>



<b>School goal #4</b>	<b>Develop Common Practices that center around 21st Century Creativity Fluency Programs</b>
<b>LCAP/LEA Goal</b>	To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career. Where students are challenged and required to be active participants in using professional materials and equipment.
<b>Data used to form this Goal:</b>	<ul style="list-style-type: none"><li>•Credits reports from individual grading periods</li><li>•Informal and Summative classroom assessments</li><li>•CAASPP Scores</li><li>•Student transcripts</li><li>•HUSD Writing Assessment</li><li>•Student Intervention Conversations</li></ul>
<b>Findings from the Analysis of this Data:</b>	Canyon Ridge High School staff and administration will create learning environments that fosters and promotes creative literacy outcomes. In the current structure of CRHS staff is aligned with the philosophy that creating and maintaining a "Creativity Fluency" thought process for students is of value.
<b>How the School will Evaluate the Progress of this Goal:</b>	<ul style="list-style-type: none"><li>•Credit Production</li><li>•Graduation Rates</li><li>•Student population trends</li><li>•Course Attendance patterns</li><li>•CRHS Staff Professional Development requests</li><li>•Student / Parent feedback</li><li>•WASC</li><li>•Cultural Arts &amp; Crafts</li></ul>



Action Steps	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<ul style="list-style-type: none"> <li>• Continue to investigate innovative programs that yields high student success.</li> <li>• Develop skills and practices in designing rigorous, standards-based lessons and activities that address the needs of all students with a focus on Automotive Engineering, the Sound Studio, and 3-D printing.</li> <li>• Incorporate more teacher-led workshops on differentiated instruction and integrating technology</li> <li>• Implement strategies to improve reading and writing across the curriculum through implementation of research-based instructional practices</li> <li>• Provide additional training on strategies to improve achievement for all students</li> <li>• Present strategies to implement project based interdisciplinary activities throughout the curriculum</li> <li>• Analyze data to ascertain if Action Steps are successful</li> </ul>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Leadership Team</li> <li>-Instructional Staff</li> <li>-Counselor</li> </ul>	<ul style="list-style-type: none"> <li>-School Budget</li> <li>-LCAP Funds</li> <li>-School Support Personnel</li> <li>-Community Resources</li> <li>-Local District Funds &amp; Personnel</li> <li>-Educational Research</li> <li>-Regional Occupational Centers</li> <li>-Community Agencies</li> <li>-Adult School</li> <li>-Parent Associations</li> </ul>	<ul style="list-style-type: none"> <li>- Master Schedule</li> <li>-Marks Analysis</li> <li>-Single Assessment</li> <li>-Periodic Assessments</li> <li>-Curriculum-based Assessments</li> <li>-Student Survey</li> <li>-Counselor Logs</li> <li>-Tutoring Logs</li> <li>-Intervention Logs</li> <li>-Cumulative Point Sheets</li> </ul>	<ul style="list-style-type: none"> <li>- WASC Action Plan</li> <li>-Single Plan for Student Achievement</li> <li>-School Site Council</li> <li>-SST</li> <li>-School Website</li> <li>-Email Communication</li> </ul>

**WASC2019**



**RAVENS**  
CANYON RIDGE HIGH SCHOOL



**APPENDICES**



## Appendices:

- A. **Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link Results of student questionnaire/interviews**
- B. **Results of student questionnaire/interviews**
- C. **Results of parent/community questionnaire/interviews**
- D. **The most recent California Healthy Kids Survey**
- E. **Master schedule**
- F. **Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>**
- G. **UC a-g approved course list: <https://doorways.ucop.edu/list/app/home/>**
- H. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
- I. **California School Dashboard performance indicators**
- J. **School accountability report card (SARC)**
- K. **CBEDS school information form**
- L. **Graduation requirements**
- M. **Any pertinent additional data (or have on exhibit during the visit)**
- N. **Budgetary information, including school budget**
- O. **Glossary of terms unique to the school.**