

**School Plan for Student Achievement  
In alignment with  
Western Accreditation of Schools and Colleges (WASC) Action Plan 2020**



**Canyon Crest Academy  
San Dieguito Union High School District  
Date of this Revision: May 2021**

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The District Governing Board approved this revision of the School Plan on:

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Strategy #2: Allocate resources and time for the implementation of homeroom programming.

Strategy #3: Student and parent programming with a focus on what is right for each student with respect to balance and achievement.

Strategy #4: Increase acknowledgement and awareness of equity and diversity with all students and staff.

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Rationale

Targeted Pupil Student Groups

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Strategy #1: Encourage students to:

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## Section A: School Site Information

### SCHOOL GOAL 1

All CCA students will demonstrate academic growth and maximize their individual potential.

### SCHOOL GOAL 2

All CCA students will be connected, well, balanced, and safe.

### SCHOOL GOAL 3

All CCA students will be equipped with the knowledge and skills deemed to be essential for success in the modern workforce.

Creative

INTEGRITY, AUTHENTICITY, & CREATIVE RISK-TAKING

Confident

COLLABORATION, DIVERSITY, & CURIOSITY

Accepting

PERSEVERANCE, RESILIENCE, & DETERMINATION

### MISSION STATEMENT

CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

WEIRDNESS

### Vision Statement

We are Creative, Confident, and Accepting.

### Mission Statement

CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

Canyon Crest Academy (CCA) is an outstanding learning community of approximately 2500 students in grades 9-12 who live throughout the San Dieguito Union High School District. CCA is a public "school of choice" that any student in the district can select to attend. Students are attracted to CCA to pursue specialized education in the arts, sciences, and technology and to participate in real-world application of skills through established partnerships with local businesses and universities. Student achievement is strongly supported by parents and community members, who partner with school staff to enrich the academic experience for each child on our campus.

Since 2004, CCA has been a leader in achievement and performance for the district, with accomplishments extending beyond the classroom as well. Students have earned accolades in diverse extra-curricular activities, such as our nationally-ranked math team; San Diego County Science Fair, Science Olympiad, Siemens Science Competition and Intel Science Competition;

our award-winning school publications; visual and performing arts, including a Grammy Signature School Enterprise Award and National Youth Theater Awards; and athletic teams that have competed in statewide championships. Dedicated and talented staff members collaborate across curriculum and embrace technology in support of student learning that responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies, enabling them to be confident, life-long learners. Our students' creativity, commitment and exposure to rigorous academics have uniquely prepared them for success beyond CCA.

## **School Profile**

Canyon Crest Academy (CCA) is a comprehensive public high school of approximately 2,500 students in grades 9-12 who live throughout the San Dieguito Union High School District (SDUHSD). CCA is a public "school of choice" where any student in the district can select the academy.

In the 2019-2020 school year, 93% of the Class of 2020 met or exceeded UC/CSU requirements and 87% of students planned to attend a 4 year college. In the 2019-2020 school year, 1.5% (38 students) were designated an English Learner, 4.1% (106) were students with disabilities, and 5.8% (150) were designated socioeconomically disadvantaged.

CCA is one of two academies in the district who implement the 4x4 schedule. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year, students have had the opportunity to have taken a total of eight classes as opposed to the typical seven found in schools with block scheduling. This extra class allows students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities.

Students are attracted to CCA to pursue specialized education in the arts, sciences, and technology; and to participate in real-world application of skills through established partnerships with local businesses and universities. Student achievement is strongly supported by parents and community members, who partner with school staff to enrich the academic experience for each child on our campus. Dedicated and talented staff members collaborate across curriculum and embrace technology in support of student learning. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies which enables them to be confident, life-long learners. Our students' creativity, commitment and exposure to rigorous academics uniquely prepare them for success beyond Canyon Crest Academy.

CCA Counselors play a large role in ensuring students at CCA are prepared for their futures. The Counseling Department connects with students regarding career preparation through a

series of grade-level presentations. These presentations are tailored to specific grade level needs and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily. The College and Career Center contains a computer lab for student research and hosts a variety of guest speakers and university/college representatives on a regular basis.

On March 13, 2020, all schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. During the emergency closures of our schools, teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data or ELPAC data for the 2019-20 school year for comparison. Support on campus shifted from the established Tiered Intervention plan to a collaborative effort of teachers, counselors, administrators and other support staff to provide academic, social-emotional, and behavioral support as available in a virtual environment. The district shifted to a Credit/No Credit system for grades so that no student was harmed by school closures. The board also approved the option of selecting grades if elected by family. 2066 students or 83% of students elected to post grades to their transcript.

To start the 2020-21 school year, SDUHSD was forced to open in a Distance Learning environment due to the state and county public health orders. SDUHSD Board of Trustees adopted the following Guiding Principle: Our decision-making will be guided by considering the health and safety needs of our students, families, staff, and community as our highest priority. Health and safety include many factors beyond COVID-19 and balancing the health and safety of all of the school community is complex. In following this guiding principle, the district began bringing students to campus in October to receive on campus support by prioritizing special education students, English language learners, high-risk students, students with inadequate learning environments, and then all other students. All on-campus activities follow the California Department of Public Health Guidance for K-12 schools.

SDUHSD High Schools worked collaboratively to provide a Distance Learning schedule that would accommodate quality instruction and also address the need for additional individualized student support. This resulted in shorter synchronous learning periods for each class (1 hour for each class/240 minutes total) and additional asynchronous learning periods for a total of 120 minutes daily for office hours and individualized support.

As school closures due to COVID-19 is a developing situation that changes based on student and staff safety, goals written for the 2020-21 school year will be established for on-campus school then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted on-line using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. This continues to be a fluid situation throughout the county, state, and country.

## **Accreditation**

Canyon Crest Academy is fully accredited by the Western Association of Schools and Colleges (WASC). CCA completed a Self-Study and had a full WASC visit in October, 2019. CCA's SPSA is our WASC Action Plan, so all LCAP, School Goals, and Student Learner Outcomes (SLOs) are consolidated and aligned in one action plan. The Visiting Committee issued a report that includes Key Schoolwide Strengths and Areas of Growth, along with other recommendations. These are available in the Appendix and the Areas of Growth are incorporated into our SPSA / Action Plan. CCA received a 6 year term of accreditation with a midterm report and one day visit in 2022/2023. The next full visit is scheduled for 2025/2026.

## **Specialized Programs and College and Career Readiness**

### **Career Technical Education**

CCA offers seven CTE pathways that build transferable professional skills through project-based learning aligned with industry standards and core content: Business Management, Design Visual & Media Arts, Engineering Technology, Film & Video Production, Graphic Design, Performing Arts, and Software & Systems Development. Pathways are designed with industry input, and focus on rigorous, relevant and real-world learning.

### **STEM**

Canyon Crest Academy has a strong and continuously growing Science, Technology, Engineering, and Mathematics (STEM) program. Targeted STEM courses allow students to explore the field beyond the traditional academic pathways, providing career-ready skills upon high school graduation and creating a strong foundation in the field for students who pursue STEM majors in college. Many of the students enrolled in the Computer Science and Engineering pathway courses also participate in various after-school enrichment programs, including multiple CCA Robotics teams who compete in national and international Robotics competitions. The QUEST Research program is another opportunity for students interested in STEM careers. QUEST is a three-course sequence designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic science experience. In QUEST courses, students are engaged in all aspects of science and have the opportunity to observe and conduct original scientific research.

### **Envision**

A distinctive curricular emphasis at CCA is Envision, a comprehensive arts program open to all grades and entailing classes in seven core disciplines: Cinema, Dance, Humanities, Instrumental Music, Theater, Visual Arts, and Vocal Music. This highly collaborative program was developed through the State of California Department of Education's Specialized Secondary Programs Grant during the school's inception and focuses on providing an in-depth, technology-rich arts education to students in the San Dieguito Union High School District who recognize arts as their passion. All students have the opportunity to choose from a rich selection of Envision day classes in each of the seven disciplines, including CTE courses and pathways in cinema, music, technical theater, and visual arts.

For students interested in pursuing a more in-depth experience, Envision has a second component known as Conservatory. Admittance to Envision Conservatory is by audition or interview only and served 244 students in 2019-2020. This three year, the pre-professional program includes an extended day fifth period class for students who not only recognize art as their passion, but intend to pursue this passion at the university and/or professional level. Each term, students participate in 90 hours of intensive discipline-specific work and about 15 hours of interdisciplinary exploration. Students participate in one-on-one and group/ensemble instruction/projects, internships, masterclasses, and workshops, as well as training and support for auditions, college entrance, and scholarship opportunities. Conservatory members are challenged with a rigorous curriculum with juried performances and portfolio reviews each year, culminating in a senior thesis project required for completion of the program.

### Student Leadership

Canyon Crest Academy's Associated Student Body (ASB) & Leadership program combines a class with extracurricular opportunities for passionate and engaged students to accomplish our mission "to unify the school's community and promote a spirited, diverse, and accepting CCA culture." The ASB program also facilitates and approves the activities of a large number of clubs and organizations on campus (200+). The CCA PALs (Peer Assistant Listeners) have a twofold purpose; first, the course aims to develop leadership capacity within selected students, and second, the initiatives and activities PALs facilitate promote student wellness and facilitate student connections to encourage a safe and positive school community.

## Section B: School and Student Performance Data

***Directions: Analyze student performance data, draw conclusions, and identify and prioritize site needs to drive goals.***

### **Schoolwide Areas of Strength from WASC Report (2019)**

1. Stakeholders are committed to cultivating and nurturing the unique "be yourself" culture at CCA.
2. CCA has a strong parent community deeply committed to the success of the school, which is evidenced by the support through the CCA Foundation and by their involvement in committees and the numerous parent support groups.
3. CCA's implementation of Homeroom and the SEL program supports student wellness and has momentum to become an integral part of their culture.
4. CCA provides open access to all classes for all students.
5. CCA has a community of high-achieving, high-performing students.



## **Schoolwide Growth Areas for Continuous Improvement from WASC Report (2019)**

1. Connectivity, Wellness, Student Support and Social-Emotional Learning
2. Academic growth for ALL students
3. A Need to Emphasize Career Readiness and Options in Addition to College
4. Campus Safety

In addition, the visiting committee has identified growth areas that need to be addressed:

1. Create a consistent experience for all students in Homeroom that involves students in the planning and refinement.
2. Promote academic growth for all students by using the research-based PLC model with fidelity in all content area teams to collect and analyze data to drive instruction.
3. Rewrite the SLOs so that they are student-friendly, measurable and focused on long term goals for CCA students.
4. Continue to provide professional development to incorporate a variety of research based instructional strategies to support different learning modalities.

Based on the above findings from the WASC visit and in conjunction with School Site Council feedback, our goals and strategies for our 2019-20 SPSA were amended to be in alignment with these findings. In addition, our SSC determined the following identified strengths and areas of improvement for our 2020-21 SPSA document.

### **Identified Strengths 2019-2020**

- Standardized Assessment Data (CAASPP, AP, and STAR)
- D/F Rates
- Graduation Rate
- College and Career Readiness

### **Key Areas of Growth 2020-21**

- Standardized Assessment Data for SWD
- Systems of Support for struggling students
- Social/Emotional Health and Wellness

## **Student Performance Summary**

Overall, CCA students scored well on standardized assessments. 87.89% of all students met or exceeded standards in ELA, and 80.37% of all students met or exceeded standards in Math. However, our special education students scored significantly lower than all students and decreased by at least 10% from the year prior. 50% of students with special needs met or exceeded standards in ELA and 30% in Math. Our RFEP students performed better than all students with 94.05% meeting or exceeding standards in ELA and 85.54% in Math.

While the CAASPP test was suspended for the 2019-2020 school year, our students continued to score well on the AP tests. In addition, our students scored well on the STAR assessments in the Fall of 2020 and Spring of 2021, designed to check for learning loss due to school closures.

AP tests were modified for the 2019-2020 school year to an online format. Students took the exams from home in a Free Response only format. The number of AP exams taken decreased by 306, while the number of students testing decreased by 50. The AP test results remained relatively consistent with only a slight decrease from 90.9 in 2019 to 90.5 in 2020.

Although there is no updated SBAC/CAASPP data, 86% of CCA students met or exceeded standards in the ELA STAR assessment, compared to our 88% SBAC 3 year average. 92% of CCA students met or exceeded standards on the Math STAR assessment compared to 79% 3 year SBAC average.

Despite school closures, the D/F data remained stable for all students. We were unable to collect valid data from Q3 and Q4 in 2020 due to Hold Harmless and Credit/No Credit policies. In comparing Q1 and Q2 from 2019 to 2020, the percentage of students with disabilities has remained relatively the same from 3% Q1 2019 to 4% Q1 2020 and 4% Q1 2019 to 5% Q2 2020. Our graduation rates have maintained at a level above 99 percent.

Schoolwide data indicate high academic performance among CCA students as a whole, but we know there are some students who have struggled academically and/or with their social/emotional wellness during school closures. Although our D/F data has only increased slightly by 1%, observational data shows that many of the students earning D's and F's are doing so in multiple classes during school closures. Students in our high priority areas have been invited to campus to learn, although a majority of students have chosen not to attend in person. Our counselors have invited over 100 students to access a suitable learning environment in our Learning Commons supported by staff members. Currently, approximately 15 students access it regularly. In addition, we have invited all students to learn from campus utilizing outdoor learning spaces. There are an average of 30 students who attend these outdoor learning pods regularly. Families also have access to request counselor support through a request form on our website as well as a request button on the front page of our website requesting on campus support.

We need to continue to identify students with D and F's and social/emotional needs early and ensure they have access to programs and support. In addition, as more students take more

rigorous courses and exams, including AP courses, we want to maintain our pass percentage, but also ensure students are connected, balanced, well, and safe. In the coming school year, we will continue to focus on supporting all students in academic growth and in maximizing their individual potential.

### **Connectivity, Wellness, Balance, and Safety**

According to the 2018/19 data on CA DataQuest, our absenteeism rate was 4.4%. Aeries analytics 2019/20 data shows 3.1% absenteeism rate. Due to the Distance Learning platform, CCA's current absenteeism rate is less than 1% for the 2020/21 school year.

2019 CA Dashboard indicates suspensions for all students in 2019 0.4%, a decline of 0.5%. No updated data available for 2020. English Learners had a higher rate of suspension with 2.6% and Socioeconomically disadvantaged was 1.7%, an increase of 1.1%.

We used the Covitality survey data from September 2020 to provide updated data on our students current social-emotional well being. There was a 65.76% participation rate. The Covitality survey will be re-administered in May of 2021. In addition, we will be providing the Healthy Kids Survey in March of 2020. Results from our Covitality survey indicated areas of growth in Belief in self and Engaged Living. Specifically, students scored low in persistence (63.04%). CCA students showed strength in Belief in Others and Emotional Competence. Specifically, students showed strength in peer support (79.85%), empathy (88.47%), and emotional regulation (79.98%).

CCA continues to utilize various programs and initiatives to address these current areas of growth and overall student connectedness, balance, and wellness, including Homeroom and PALs. In addition, our teachers have engaged in Professional Development throughout the year to address Universal Design for Learning (UDL), an instructional framework that encourages student voice and choice in curriculum and instructional activities, as well as strategies to engage students in a Distance Learning platform.

### **College and Career Readiness**

CCA students continue to be well prepared for college with 93% of students who met or exceeded A-G CSU/UC Eligibility rate. 87% of students planned to attend a 4 year university in 2020 and 5% planned to attend a 2 year university.

Despite school closures, and a modified AP exam, the percentage of students who continued to meet qualifying scores was 90.5%, compared to 90.9% in 2019.

According to the CA Dashboard, 91.9% of students were prepared for College and Career readiness in 2019, which is an increase of 2% from the previous year. No current data is available for 2020.

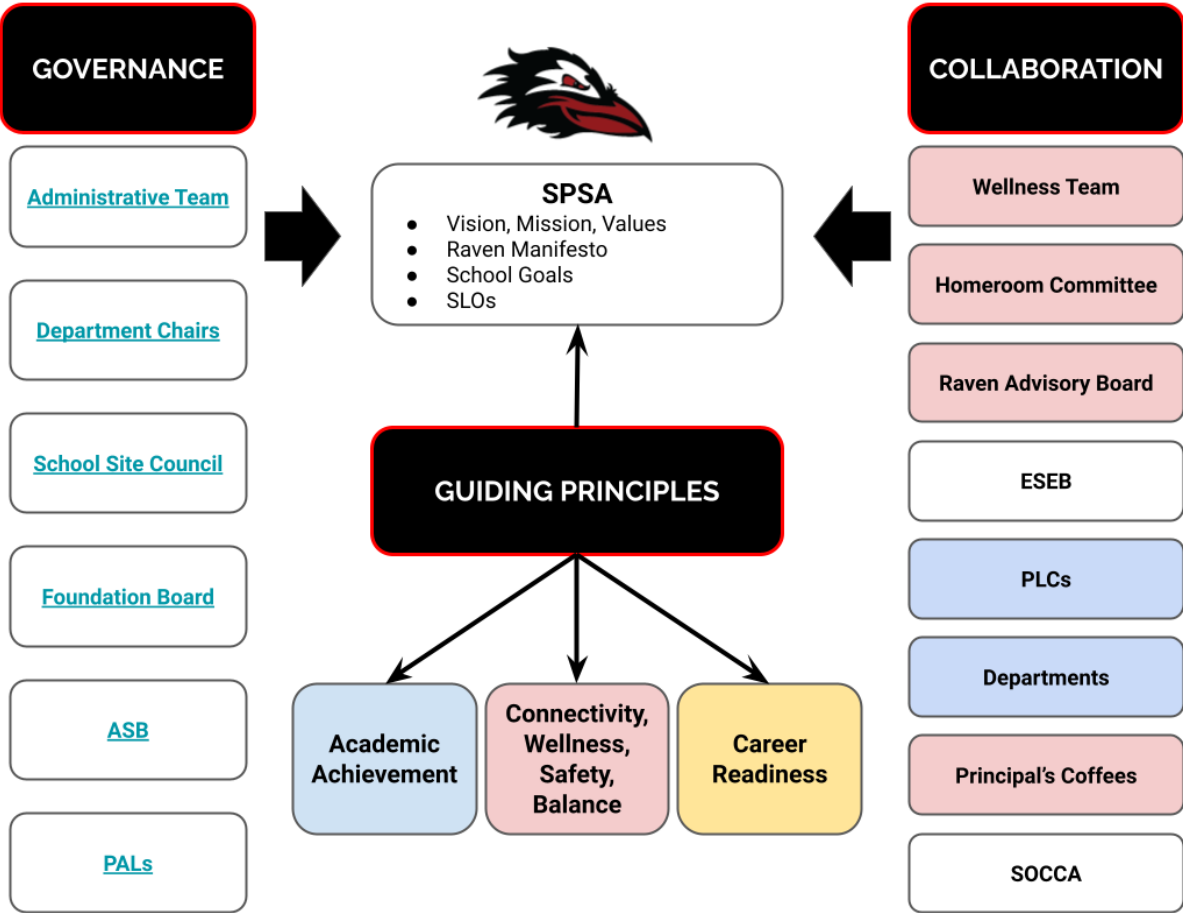
Our numbers of students enrolled in dual enrollment and participating in articulated courses continue to increase. The percentage of students articulated has increased from 20.5% in 2018/19, to 24.18% in 2019/20, to 34.31% in 2020/21.

## Section C: Involvement Process

**Directions: How was the SSC and site leadership involved in development of the plan?**

The School Site Council and WASC team made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Foundation Board, Principal Coffee attendees, Administration, our English Learner Lead, and the whole staff. Through the self study process of WASC, the entire school was involved in analyzing and providing feedback on our school goals. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes. In addition, the entire staff was involved in reviewing and providing feedback on WASC key findings at our Professional Development day in January of 2021.

Canyon Crest Academy has both governance teams and collaboration teams, all of whom influence our goals and action plan. Governance and Collaboration teams at CCA include:



[CCA Organization and Governance Chart](#)

## Section D: Summary of Progress Made on Goals in 2019-2020

**Directions:** This is a summary of progress that was made during the 2019-2020 school year on goals that were approved in May of 2019. For each goal, discuss the extent to which strategies, actions, and tasks resulted in achievement of the measurable outcomes. Describe any changes that may be made to goals, strategies, actions, or tasks to achieve the measurable outcomes.

Following the WASC visit in October, 2019, goals were revised in May to reflect the goals below:

### **School Goal 1: All CCA students will demonstrate academic growth and maximize their individual potential.**

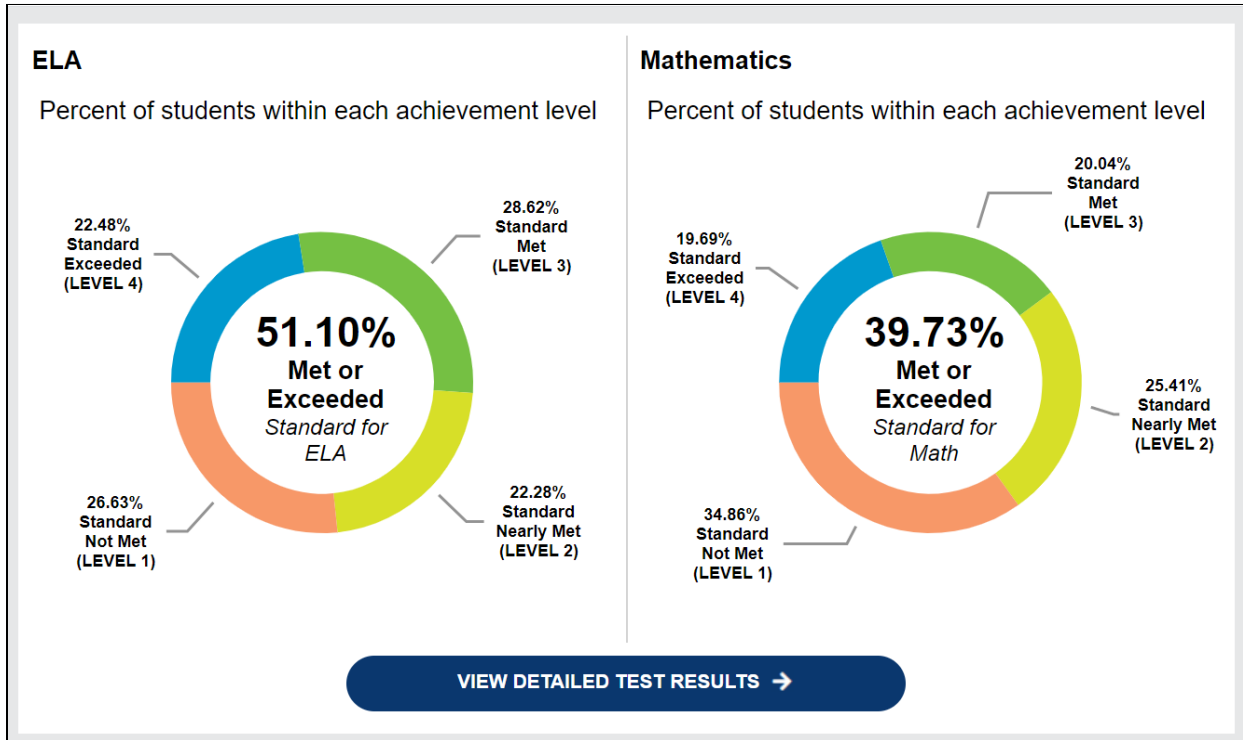
LCAP Priority Area	
x	1. Student access to Credentialed teachers and safe facilities
x	2. Implementation of California's Academic Standards
	3. Parent Involvement
x	4. Improving Student Achievement using Multiple Measures
	5. Supporting Student Engagement including Chronic Absenteeism
	6. School Climate and Connectedness
x	7. Access to Courses preparing students for College and Career
x	8. Measuring other important student outcomes
Target Pupil Student Groups	
Any student who is not meeting standards or who is earning Ds or Fs. Our special education and English Learner subgroups will be areas of focus.	
Rationale/School-wide critical areas for follow up addressed	
<p>Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Continue to develop and implement school-wide interventions and early identification of students who may benefit from general education support classes. Students who drop classes now have more options for support classes.</p> <p>Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:</p> <ul style="list-style-type: none"> <li>● Systemic ways to support struggling students through PLC time and multi-tiered systems of support</li> <li>● Adequate resources for teaching and learning</li> <li>● Relevant professional development, such as Universal Design for Learning</li> </ul>	

Strategies
1. Identify struggling students early by establishing a process to analyze GPA longitudinally and disaggregate the D/F list by grade level. Absent CAASPP data, this strategy enables us to see if students are performing consistently each year, or if there is a dip in performance that we need to address.
2. Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.
3. Provide teachers with professional development and PLC time to enhance their capacity to support these students.
4. Provide teachers with resources to support students.
5. Gather data from students to determine and provide resources and supports necessary to achieve their potential
6. Educate our students and parent community regarding a need to focus on students' individual potential.

**Actual Measurable Outcomes**

Measurable Goal	Outcome
1. CAASPP English/Language Art = 91% meet or exceed standards [2018 was 90.42%]	2019- 87.89% 2020-N/A
2. CAASPP Math = 82% meet or exceed standards [2018 was 81.89%]	2019-80.37% 2020-N/A
3. CAASPP ELA Spec. Ed. = 70% meet or exceed standards [2018 was 60.71%]:	2019-50% 2020- N/A
4. CAASPP Math Spec. Ed. = 52% meet or exceed standards [2018 was 42.30%]	2019- 30% 2020-N/A
5. CAASPP RFEP = 91% ELA; 82% Math	2019-94.05% ELA; 85.54% Math 2020-N/A
6. AP Pass Percentage = 93% [Last year was 91%]	90.5% with 50 less students testing due to School Closures  **See below for chart of 3 year data

<p>7. Students on the D/F List = 4% or less at the end of each quarter</p>	<p>2019 Data:                      Quarter 1-3%                      Quarter 2-4%</p> <p>2020 Data:                      Quarter 1- 4%                      Quarter 2 5%</p> <p>**See below for specific data regarding subgroups</p>
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CCA AP Exam Data							
<b>CCA 2019-2020 Data</b>							
Total AP Examinees:	1308						
<b>SUMMARY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Pass rate</b>
Number of Exams	73	267	783	1,121	1,348	3,592	90.5%
Percentage of Total Exams	2%	7%	22%	31%	38%		
Number of AP Exams REGISTERED	3898						
Number of AP Exams TAKEN	3592 Loss of 306 exams						
<b>CCA 2018-2019 Data</b>							
Total AP Examinees:	1395						
<b>SUMMARY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Pass rate</b>
Number of Exams	53	304	856	1,260	1,440	3,913	90.88%
Percentage of Total Exams	1%	8%	22%	32%	37%		
Number of AP Students	47	246	622	801	704		
Number of AP Exams REGISTERED	4160						
Number of AP Exams TAKEN	3913 Loss of 247 Exams						
<b>CCA 2017-2018 Data</b>							
Total AP Examinees:	1156						
<b>SUMMARY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Pass rate</b>
Number of Exams	26	209	620	1,025	1,462	3,342	92.97%
Percentage of Total Exams	1%	6%	19%	31%	44%		
Number of AP Students	25	173	459	671	669		
Number of AP Exams REGISTERED	3524						
Number of AP Exams TAKEN	3342 Loss of 182 Exams						

2019-20	Q1 Prog-2504	Q1-2504	Q2 Prog-2504	Q2-2504
Number of D/Fs	211	121	287	124
Number of students w D/F	147	72	228	101
Percent of Students w D/F	6%	3%	9%	4%
Percent of Grade 9-642	5%	4%	9%	5%
Percent of Grade 10-615	6%	3%	8%	4%
Percent of Grade 11-647	7%	3%	9%	3%
Percent of Grade 12-600	6%	2%	11%	4%
Number of SWD w D/F-94	20	16	37	14
Percent of SWD w D/F	21%	17%	39%	15%

2020-21	Q1 Prog-2499	Q1-2499	Q2 Prog-2499	Q2	Q3 Prog	Q3-2465
Number of D/Fs	279	195	485	219	404	278
Number of students w D/F	181	107	301	131	255	161
Percent of Students w D/F	7%	4%	12%	5%	10%	7%
Percent of Grade 9-590	9%	7%	15%	8%	12%	9%
Percent of Grade 10-645	8%	5%	11%	6%	9%	6%
Percent of Grade 11-615	8%	3%	11%	5%	10%	7%



Percent of Grade 12-649	4%	2%	12%	3%	10%	5%
Number of SWD w D/F	47	48	41	20	32	27
Percent of SWD w D/F	42%	42%	36%	18%	30%	25%
Number of EL w D/F						12
Percent of EL w D/F						28%

**GPA Decrease by 10%**

Grade	Total from 2019-2020	Below 3.00	% Below 3.0	
9th	10	4	40%	7th-8th
10th	70	46	65%	8th-9th
11th	46	28	60%	9th-10th
12th	39	16	41%	10th-11th

**GPA Increase by 10%**

Grade	Total from 2019-2020	Above 3.0	% Above 3.0	
9th	2	1	50%	7th-8th
10th	177	172	97%	8th-9th
11th	244	243	99%	9th-10th
12th	117	115	98%	10th-11th

*Additional Data due to School Closures:*

**Fall STAR Assessment Data**

1. 81.9% of students met or exceeded standards in the Reading STAR assessment, compared to our 88% SBAC 3 year average.
2. 92% of CCA students met or exceeded standards on the Math STAR assessment compared to 79% 3 year SBAC average.

Spring Administration:

1. 79.4% of students met or exceeded standards in the Reading STAR assessment,
2. 92.5% of CCA Students met or exceeded standards on the Math STAR assessment.
3. 69.9% of students scored at or above typical growth (35th current SGP) from Fall to Winter on Reading assessments
4. 66.9% of students scored at or above typical growth (35th current SGP) from Fall to Winter on Math assessments.

## **Implementation and Effectiveness of Strategies**

***Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.***

<b>Strategies</b>	<b>Implementation</b>
<p>Identify struggling students early by establishing a process to analyze GPA longitudinally and disaggregate the D/F list by grade level. Absent CAASPP data, this strategy enables us to see if students are performing consistently each year, or if this sia dip in performance that we need to address..</p>	<ul style="list-style-type: none"> <li>● Intervention Team includes counselors, administrators, school psychologist, and student support specialist</li> <li>● Students identified through the IEP process to ascertain their programmatic needs</li> <li>● Students with Disabilities were provided access to co-teaching support in a mainstream environment</li> <li>● English Learners were identified early and offered supports, to include, an EL Release Teacher, ELD/Sheltered English course, and the use of R180 and/or Freckle</li> <li>● D/F list was updated to include grade level and SWD data.</li> </ul>
<p>Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.</p>	<ul style="list-style-type: none"> <li>● Level 1 Classroom Support implemented through the use of daily office hours available to all students from 8-8:40am and 1:40-3pm daily.</li> <li>● Level 2 Collaboration Support implemented through department chair meetings, iReady team, Homeroom committee, PLC time, Whole Staff meetings, Raven Wellness Committee.</li> <li>● Level 3 Interventions implemented through SART meetings, discipline meetings, invitations to learn from campus, SSS support, Support classes, parent conferences, SST meetings, Referrals to 504 or IEP process</li> <li>● Additional supports: EL lead, ELD/Sheltered class, Academic Support, Academic Literacy, co-taught Math support</li> </ul>
<p>Provide teachers with professional development and PLC time to enhance their capacity to support these students.</p>	<ul style="list-style-type: none"> <li>● Week-long Professional Development to support Distance Learning and SEL: August 2020</li> <li>● CCA Professional Development August 2020 and January 2021</li> <li>● Teachers provided weekly Staff Collaboration time every Monday during asynchronous time (80 min) to support course-alike PLC work</li> <li>● Teachers who co-taught were provided professional development to support general education and special education students, August 2020</li> </ul>
<p>Provide teachers with resources to support students.</p>	<ul style="list-style-type: none"> <li>● Increased wifi capacity</li> <li>● All teachers using Google Classroom Suite to provide instruction</li> <li>● Departments provided with general fund budgets for</li> </ul>

	<p>curriculum resources as well as support from the foundation for enrichment</p> <ul style="list-style-type: none"> <li>• Chromebooks, updated projection devices, textbooks, supplemental learning materials</li> </ul>
<p>Gather data from students to determine and provide resources and supports necessary to achieve their potential</p>	<ul style="list-style-type: none"> <li>• The Counseling Department focused on the transition to Distance Learning and supporting individual students through the use of the CoVitality survey.</li> <li>• Will create a survey for incoming freshman for the class of 2025</li> </ul>
<p>Educate our students and parent community regarding a need to focus on students' individual potential.</p>	<ul style="list-style-type: none"> <li>• Counselors held presentations.</li> <li>• Coffee with Killeen</li> <li>• Covitality Survey, All students: September 2020 and May 2021</li> <li>• California Healthy Kids Survey All Grades: March 2021</li> </ul>

### **Implementation Differences**

***Directions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.***

Our intended implementation of the plan was altered due to school closures. Although we continued to implement multi-tiered systems of support for our students based on CoVitality data, D/F data, and Counseling Requests page, our Staff Professional Development was focused around engaging students with Distance Learning. One area of growth is dedicating time for staff at the beginning of terms to review data regarding struggling students and reviewing best practices in relation to supporting our students in specialized programs such as English Language Learners, students with 504 accommodation plans, and students with Special Needs.

Our school continues to utilize multi-tiered systems of support including analyzing data of struggling students, addition of an English Learner ELD course, iteam meetings, SST meetings, Intervention courses such as Academic Literacy and Math Support, and Social/Emotional support through our Counseling Department and School Social worker. Although our iteam met regularly, it did not include EL Lead, Ed Specialist, or General Education teacher. This should be reviewed for the following school year.

Although we had anticipated only using California Healthy Kids survey data, our district implemented the CoVitality survey to be used two times during the school year. This survey provided individual reports for all students who completed it. Counselors met individually with students who were considered high risk and all families received their students summary. We have used the feedback from the CoVitality data to guide our Homeroom instruction this year.

Our counselor presentations and Coffee's with the Principal throughout the year have incorporated parent education regarding supporting students' individual needs and potential.

Our counselors intend to create a survey for the purpose of gathering information relevant to our incoming freshman and ways in which we can support them throughout their time as Ravens.

SSC members had recommended last year tracking gpas longitudinally, identifying trends over the years, determining whether or not there were dips from 8th-9th grade year, and including science scores. We were able to get more detailed information with our D/F data, but GPAs and measuring dips from 8th-9th grade were unable to measure due to Credit/No Credit policy implemented in the spring of 2021.

**Future Goal Adjustments**

***Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.***

The following recommendations from the SSC, can be found in the updated measurable outcomes and strategies:

- Incorporate STAR Data from 2020-21 if available
- If EL data is available for CAASPP, include to monitor progress
- Add in the number [#N] of enrolled students in specialized significant but small subgroups (EL, SWD, SED) for comparison from year to year with relation to CAASPP and D/F lists due to their volatility
- Keep all benchmarks for AP testing, D/F list, and CAASPP the same
- Include benchmarks for all grade levels, SWD, EL, and SED for D/F list

**School Goal 2: All CCA students will be connected, well, balanced, and safe.**

LCAP Priority Area	
	1. Student access to Credentialed teachers and safe facilities
	2. Implementation of California's Academic Standards
x	3. Parent Involvement
	4. Improving Student Achievement using Multiple Measures
x	5. Supporting Student Engagement including Chronic Absenteeism
x	6. School Climate and Connectedness
	7. Access to Courses preparing students for College and Career
	8. Measuring other important student outcomes
Target Pupil Student Groups	
All students.	

<b>Rationale/School-wide critical areas for follow up addressed</b>
<p>We have worked to develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships since the last WASC Self-Study in 2013. We have also worked to ensure a secure campus through a variety of strategies since the last WASC Self-Study in 2013.</p> <p>Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:</p> <ul style="list-style-type: none"> <li>● Continue to improve the safety of the physical plant and the students' and staffs' sense of security on campus</li> <li>● Relevant professional development in Social-Emotional Learning</li> <li>● Implement a Homeroom / Advisory to address the schoolwide critical need for social emotional health</li> <li>● Strategies to ensure student stress is reduced and student success is measured in ways that are healthy and meaningful, and based on an individual student's growth and potential</li> </ul>
<b>Strategies</b>
<p>1. Retrofit the perimeter campus fencing with panic bar hardware</p>
<p>2. Explore possibility of surveillance cameras</p>
<p>3. Allocate resources and time for training for social-emotional learning, safety protocols, and healthy choices</p>
<p>4. Allocate resources and time for the implementation of homeroom / advisory program as well as feedback, including in a distance learning context.</p>
<p>5. Student and parent programming with a focus on what is right for each student with respect to balance and achievement</p>

**Actual Measurable Outcomes**

Measurable Goals	Outcomes															
Reduce Chronic Absenteeism rates to 3% or less	2018/19 data, CA DataQuest, absenteeism rate- 4.4%  Aeries analytics 2019/20 data-3.1% absenteeism  Aeries analytics- 2020/21 data- less than 1%															
Maintain suspension and expulsion for all students at 1% or lower  Reduce suspension rates for students with disabilities	<p style="text-align: center;"><b>**Suspended at Least Once**</b></p> <table border="1" data-bbox="737 590 1542 892"> <thead> <tr> <th></th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>0.5%</td> <td>0.3%</td> </tr> <tr> <td>SWD</td> <td>0.9%</td> <td>1%</td> </tr> <tr> <td>EL</td> <td>2.6%</td> <td>1.7%</td> </tr> <tr> <td>SED</td> <td>1.7%</td> <td>0.5%</td> </tr> </tbody> </table>		2018-19	2019-20	All Students	0.5%	0.3%	SWD	0.9%	1%	EL	2.6%	1.7%	SED	1.7%	0.5%
	2018-19	2019-20														
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EL	2.6%	1.7%														
SED	1.7%	0.5%														
Increase the numbers of students participating in PALs programming, such as Community Day	24 students in each term 2019-2020 23 and 24 students respectively for 2020-2021  2019-2020: Over 100 participants in Fall and Spring Community Days  Due to Distance Learning, engagement with on campus activities has been less than in the past. PALs have offered: Suicide Prevention Week, Freshman Meet and Greet's, Community Day															
Improve results in the Healthy Kids Survey in the areas of stress, anxiety, depression, and safety.	Covitality Data: 65.76% participation rate, highest participation rate of all high schools 95.5% considered to provide sincere answers Across grade levels, data was within statistical average ranges. No significant difference noted by grade level. (ex. School connectedness, 9th-53.91, 10th-54.72, 11th-53.94, 12th-53.72) <i>Areas of Enhancement/Growth (#s reflect percent of students who scored low)</i> <i>Belief in Self</i> 35.62% self awareness 63.04% persistence 32.76% self efficacy															

	<p><i>Engaged Living</i>            50.54% gratitude            86.23% zest            88.9% optimism  <i>Strengths (#s represent percent of students who scored high)</i>  <i>Belief in Others</i>            79.85% peer support            66.14% school support            70.27% family coherence  <i>Emotional Competence</i>            88.47% empathy            79.98% emotional regulation            69.05% self control</p>
Improved social / emotional health as measured by student survey	Same as above.

Attendance, suspension, and expulsion data is skewed for the 2019-20 and 2020-21 school years. Without students on campus, discipline referrals have significantly decreased. Based on previous data, our numbers of students with special needs, decreased by 5.6% but our students who are socio-economically disadvantaged increased slightly.

In addition, our attendance procedures have drastically changed whereby students are reported as either “Engaged”, “Not Engaged”, or Absent. Our overall chronic student absenteeism rate has remained at 1% or below this year.

PALs programming has also looked different this year. They are holding all events and activities virtually and it has been difficult to maintain attendance numbers. Their Community Days held virtually had approximately 90 students participating, as opposed to their typical 100+ students.

Our Covitality survey indicates that our student population had strengths in emotional competence and belief in others. However, three areas of growth that we have been focusing our Homeroom curriculum around is Persistence, Zest, and Optimism. 50.54% gratitude.

**Implementation and Effectiveness of Strategies**

***Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.***

Strategies	Implementation
Retrofit the perimeter campus fencing with panic bar hardware	<ul style="list-style-type: none"> <li>● Campus has been retrofitted with panic bars on all gates.</li> </ul>
Explore possibility of surveillance cameras	<ul style="list-style-type: none"> <li>● Surveillance cameras have been installed.</li> </ul>
Allocate resources and time for training for social-emotional learning, safety protocols, and healthy choices	<ul style="list-style-type: none"> <li>● The Homeroom committee provided weekly programming for teachers based on results of CoVitality survey</li> <li>● August Professional Development time focused on Distance Learning and SEL</li> <li>● Students and staff trained on suicide prevention protocols (Fall 2020 and Spring 2021)</li> <li>● Referral process of Student Support Specialist implemented.</li> <li>● No training on fire, earthquake, or lockdown drills were provided this year.</li> </ul>
Allocate resources and time for the implementation of homeroom / advisory programming	<ul style="list-style-type: none"> <li>● Extra work hours provided for development of Homeroom Curriculum</li> </ul>
Student and parent programming with a focus on what is right for each student with respect to balance and achievement	<ul style="list-style-type: none"> <li>● High School Selection messaging to community RE course selection, balance, and enrichment</li> <li>● Tours messaging to community RE course selection, balance, and enrichment</li> <li>● Middle School visits messaging to community RE course selection, balance, and enrichment</li> <li>● Student-led presentations to peers during course selection window promoting balance and enrichment</li> <li>● Principal Coffees messaging to community RE course selection, balance, and enrichment</li> <li>● Parent Workshops???</li> <li>● College experts and former students messaging to community RE course selection, balance, and enrichment</li> <li>● Promoted diverse pathways to success following high school</li> <li>● Promoted a diversity of colleges so that students know there are many choices for an outstanding education beyond the "prestigious" universities</li> <li>● Filled vacancy of College and Career clerical resource</li> </ul>



## **Implementation Differences**

***Directions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.***

Due to school closures, our professional development focused on Distance Learning strategies and SEL practices. We did not focus our time on educating our staff around drug trends. However, we did host a professional development around Eating Disorders hosted by UCSD.

Implementation of many PALs activities were suspended or altered due to school closures. They still welcomed our Freshman through individual meetings with students and hosted both a Fall and Spring Community Day. PALs and ASB hosted Red Ribbon week virtually but attendance at all events was less than typical years.

The CoVitality survey provided our counseling team with individualized reports for students. They were able to identify 'at risk' students and reach out to them individually for counseling appointments.

New attendance policies required teachers to note if a student was 'Engaged', 'Not Engaged', or 'Absent'. This helped administration and counselors identify students who are 'logging in' to class but not actively participating. Attendance meetings and SST meetings were held to support these students.

## **Future Goal Adjustments**

***Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.***

The following recommendations from the SSC, can be found in the updated measurable outcomes and strategies:

- Combine Social/Emotional Health and improving results from CHKS
  - Include data from Healthy Kids Survey March 2021
  - Include data from Covitality Sep 202 and May 2021
  - Target zest and optimism in Homeroom programming
- Maintain goals benchmarks for absenteeism and suspension rates
- Continue to monitor participation in PALs programming
- Monitor Homeroom Programming and Engagement

In 2020/2021, CCA stakeholders engaged in conversations around race, equity, and diversity and student groups mobilized on campus to address these areas. The Black Student Union, Asian Student Union, and Diversity Board collaborated in 2020/2021 to promote dialogue and establish a vision for promoting equity in our campus culture and curriculum. In 2021, SDUHSD entered into an agreement with the San Diego County Office of Education to implement professional development in this area for the 2021/2022 school year.

- Strategies/Tasks will be developed to actualize this work

**School Goal 3: All CCA students will be equipped with the knowledge and skills deemed to be essential for success in the modern workforce.**

<b>LCAP Priority Area</b>	
	1. Student access to Credentialed teachers and safe facilities
	2. Implementation of California's Academic Standards
	3. Parent Involvement
x	4. Improving Student Achievement using Multiple Measures
x	5. Supporting Student Engagement including Chronic Absenteeism
	6. School Climate and Connectedness
x	7. Access to Courses preparing students for College and Career
	8. Measuring other important student outcomes
<b>Target Pupil Student Groups</b>	
All students.	
<b>Rationale/School-wide critical areas for follow up addressed</b>	
<p>Notes Regarding Progress from our Previous Goal #3: Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.</p> <p>Our WASC work during 2018 / 2019 resulted in updated schoolwide critical areas for follow-up. Our new updated Goal #3 aligns with the following schoolwide critical areas for follow-up:</p> <ul style="list-style-type: none"> <li>• Resources and professional development will be allocated to enhance college and career readiness programs and services</li> <li>• Struggling students will have diverse pathways from which to choose as opposed to a single-minded focus on college</li> <li>• Students can choose colleges that align with their individual interests, as opposed to feeling compelled to go to certain colleges that may result in stress and a lack of balance</li> <li>• With greater exposure to career readiness, students can achieve skills and achieve individual potential and balance through exposure to career-relevant CTE pathways</li> </ul>	

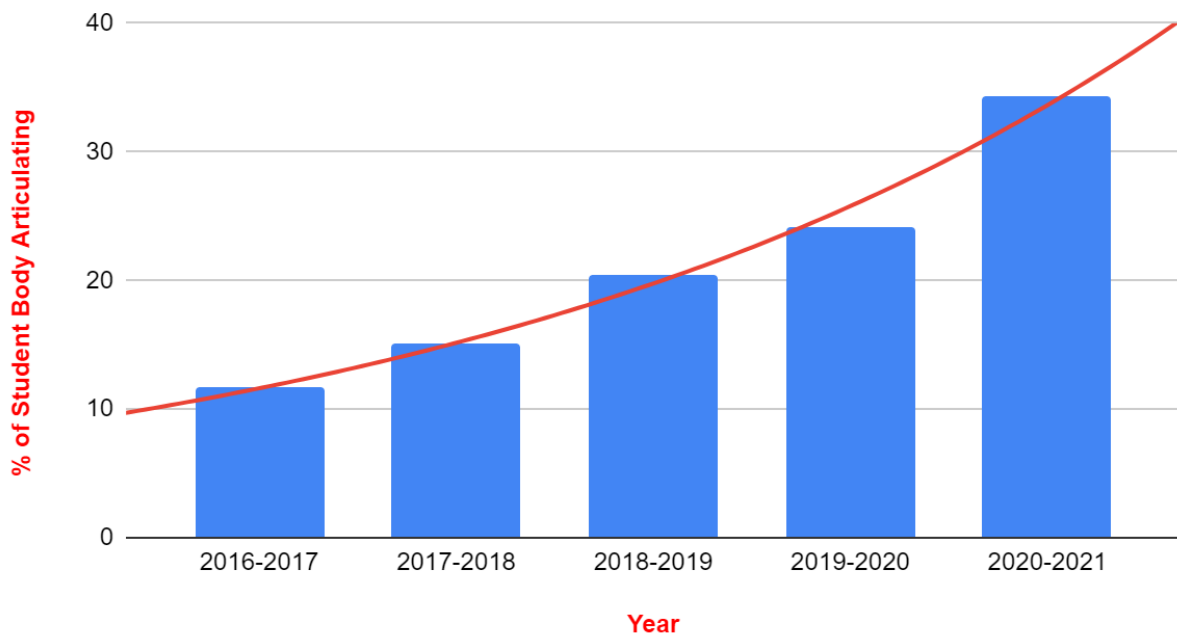
Strategies
<p>1. Encourage students to:</p> <ul style="list-style-type: none"> <li>a. satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses</li> <li>b. use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well</li> <li>c. do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses</li> <li>d. take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers</li> </ul>
<p>2. Host a Career Day / Night in addition to College Night</p>
<p>3. Integrate Life and Communication Skills in Homeroom</p>
<p>4. Expose students to a wide variety of colleges instead of focusing on selective universities</p>
<p>5. Enhance CTE pathways to include more relationships with industry and opportunities to earn certifications, participate in internships, and demonstrate leadership.</p>
<p>6. Engage with the San Diego Workforce Partnership and the Associated Builders and Contractors Apprenticeship Program and On the Job Training as well as other career pathways, including the military, California Conservation Corp, and Americorp. that do not require a college degree to educate our students on career pathways and opportunities.</p>

### Actual Measurable Outcomes

Measurable Goals	Outcomes
Increase A-G CSU/UC Eligibility rate to 93%	A-G CSU/UC Eligibility Rate: 93% met or exceeded 87% of students planned to attend a 4 year university 5% of students planned to attend a 2 year university
CTE Pathway completion	<a href="#">Continued increase in CTE Pathway Completion</a>
AP exam pass rate (93%)	The percentage of qualifying scores decreased from 90.9 in 2019 to 90.5 in 2020.
EAP Readiness (Defined as College Ready or Conditionally Ready) CAASPP in English (91%) and math (82%)	No updated data, Testing Suspended 2020 All students- 91.9% prepared, increase of 2% Hispanic- 89.8% prepared, decline of 7.6%, 49 students Socioeconomically disadvantaged, 77.8% prepared, decline 13.3%, 54 students Students with disabilities, 69.8% prepared, increase 7%, 43 students

Increase Dual enrollment	2019-2020 : 24.18% of student body articulating, 602 students Steady increase from 2016- 11.63%, 15.15%, 20.5%, 24.18% 2020-2021: 34.41%
Increased articulation agreements between community college and CTE courses	6 classes in 2019-2020 8 classes in 2020-2021

### % of Student Body Articulating vs. Year



## **Implementation and Effectiveness of Strategies**

***Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.***

<b>Strategies</b>	<b>Implementation</b>
<ol style="list-style-type: none"> <li>1. Encourage students to:               <ol style="list-style-type: none"> <li>a. satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses</li> <li>b. use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well</li> <li>c. do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses</li> <li>d. take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Counselors educated community through virtual presentations, course selection process, information night, Elective Choice Night, and office hours regarding course selection, balancing and enrichment</li> </ul>
<ol style="list-style-type: none"> <li>2. Host a Career Day / Night in addition to College Night</li> </ol>	<ul style="list-style-type: none"> <li>● Hosted in March 2021, 244 students attended</li> <li>● <a href="#">Link to Event Summary</a></li> </ul>
<ol style="list-style-type: none"> <li>3. Integrate Life and Communication Skills in Homeroom</li> </ol>	<ul style="list-style-type: none"> <li>● Homeroom planning focused on the areas of Zest, Optimism, and Persistence based on the results of the Covitality Survey</li> </ul>
<ol style="list-style-type: none"> <li>4. Expose students to a wide variety of colleges instead of focusing on selective universities</li> </ol>	<ul style="list-style-type: none"> <li>● Unable to host college visits this year</li> <li>● College and Career Clerical Resource hired</li> <li>● <a href="#">New district created College and Career Events</a></li> </ul>
<ol style="list-style-type: none"> <li>5. Enhance CTE pathways to include more relationships with industry and opportunities to earn certifications, participate in internships, and demonstrate leadership.</li> </ol>	<ul style="list-style-type: none"> <li>● See chart below for pathways offered</li> <li>● <a href="#">College Credit Courses 2020-21</a> : 12 courses</li> <li>● <a href="#">College Credit Courses 2019-20</a> : 5 courses</li> <li>● <a href="#">College Credit Courses 2018-19</a> : 5 courses</li> </ul>
<ol style="list-style-type: none"> <li>6. Engage with the San Diego Workforce Partnership and the Associated Builders and Contractors Apprenticeship Program and On the Job Training as well as other career pathways, including the military, California Conservation Corp, and Americorp. that do not require a college degree to educate our students on career pathways and opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>● MC Ambassador available to all Seniors</li> <li>● Hosting a virtual registration workshop on Feb 22 and an orientation/first semester planning workshop on March 10.</li> </ul>

<b>Pathway</b>	<b>Concentration</b>	<b>Capstone</b>	<b>Enrichment</b>
<b>Business Management</b>	Introduction to Business Management	Advanced Business Management	Business Math
	Marketing Principles		
<b>Design, Visual &amp; Media Arts</b>	Fine Art Digital Photo	Photo Imaging	Advanced Fine Art Digital Photo
<b>Engineering Technology</b>	Intro to Engineering Techniques	Digital Electronics	Adv Engineering & Technology
<b>Film, Video Production</b>	Video Film	Advanced Video Film	Digital Media Production
			Cinema Lab
<b>Graphic Design</b>	Digital Art & Design	Adv Digital Art & Design	
<b>Professional Music</b>	Rock Band Music	Recording Arts	Adv Recording Arts
	Digital Composition		Rock Band Music Industry
<b>Software, Systems Development</b>	Computer Science Foundations	AP Comp Sci Principles	AP Comp Sci A
	Computer Game Design		

## **Implementation Differences**

***Directions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.***

Through a virtual, distance learning platform, our Counselors were able to provide multiple presentations to the community through Google Meets, Daily office hours, and Pre-Recorded presentations. In this way, many families and students were able to access information about course pathways, making individual decisions about post high school choices, and course selections appropriate to each student. Through the course selection process for incoming students, counselors made individual phone calls to each family who requested further information or support.

Although the goal for this year was to include Homeroom curriculum around communication and life skills, the committee chose to focus on the areas of growth from the Covitality survey instead. Noting that due to the pandemic, the social emotional well being of our students was our number one priority.

## **Future Goal Adjustments**

***Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.***

The following recommendations from the SSC, can be found in the updated measurable outcomes and strategies:

- Maintain metrics in measurable outcomes
- Include participation numbers for Career Month Activities
- Include work experience/internship data

**Section E. Planned Improvements for Student Performance for the current 2021-2022 School Year**

***Directions: Identify future school goals, link them to LCAP and SLOs, and identify targeted students. Clearly articulate measurable goals and actions/tasks/strategies to meet those goals. These goals will be measured and reviewed during the next two 2021-22 and 2022-23 school years.***

**Local Control Accountability Priority Areas for Goal #1**

LCAP State Priorities	
x	1. Student access to Credentialed teachers and safe facilities
x	2. Implementation of California's Academic Standards
	3. Parent Involvement
x	4. Improving Student Achievement using Multiple Measures
	5. Supporting Student Engagement including Chronic Absenteeism
	6. School Climate and Connectedness
x	7. Access to Courses preparing students for College and Career
x	8. Measuring other important student outcomes

SDUHSD Goals	
x	Student Achievement
x	Support for English Learner
	School Climate
	College and Career Readiness



<b>School Goal 1</b>							
<b>All CCA students will demonstrate academic growth and maximize their individual potential.</b>							
<b>Student Learner Outcomes (Draft)</b>							
<p>I will...</p> <ul style="list-style-type: none"> <li>• Be an effective learner</li> <li>• Give my all to self-improvement</li> <li>• Be determined to accomplish my goals</li> <li>• Produce meaningful work</li> <li>• Take advantage of my strengths</li> <li>• Know where I have room for growth</li> <li>• Think critically and creatively</li> </ul>							
<b>Rationale</b>							
<p>Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:</p> <ul style="list-style-type: none"> <li>• Systemic ways to support struggling students through PLC time and multi-tiered systems of support</li> <li>• Adequate resources for teaching and learning</li> <li>• Relevant professional development, such as Universal Design for Learning</li> </ul>							
<b>Targeted Pupil Student Groups</b>							
x	SWD (Students w/ Disabilities)	x	SED (Students w/ Economic Disadvantage)	x	American Indian/ Alaskan Native		Native Hawaiian/ Pacific Islander
x	EL (English Learners)		White		Asian		Black/African American
x	All Students		Filipino		Hispanic/Latino		2 or more races
<b>Measurable Goals/Outcomes</b>							
<ol style="list-style-type: none"> <li>1. CAASPP English/Language Art = 91% meet or exceed standards [2019 was 87.89%]</li> <li>2. CAASPP Math = 82% meet or exceed standards [2019 was 80.37%]</li> <li>3. CAASPP ELA Spec. Ed. = 70% meet or exceed standards [2019 was 50% with 95 students]</li> <li>4. CAASPP Math Spec. Ed. = 52% meet or exceed standards [2019 was 30% with 95 students]</li> <li>5. CAASPP RFEP = 91% ELA; 85% Math</li> <li>6. STAR Reading = 84% or higher proficiency; 75% Student Growth Percentile</li> <li>7. STAR Math= 85% or higher proficiency; 70% Student Growth Percentile</li> <li>8. AP Pass Percentage = 93% [Last year was 90.5%]</li> <li>9. All Students on the D/F List = 4% or less at the end of each quarter             <ol style="list-style-type: none"> <li>a. Percent of SWD Students on the D/F List = 25% or less at the end of each quarter</li> <li>b. Percent of EL Students on the D/F List = 25% or less at the end of each quarter</li> </ol> </li> </ol>							

<b>Strategies</b>				
<b>Strategy #1:</b> Identify struggling students early by establishing a process to analyze GPA longitudinally and disaggregate the D/F list by grade level, SWD and EL.				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Continue Intervention Team to include counselors, administrators, ed specialist, school psychologist, English Learner Lead teacher, student support specialist and general education teacher	Teachers, Counselors, Admin, iTeam	Monitor grades each progress period, test scores, attendance data, programmatic changes	General fund	Meets Monthly  Years 2-3: Train staff on school wide interventions
Dedicate time for staff at the beginning of terms to review data regarding struggling students: Intervention tab, 504 accommodations, IEP support	Teachers, Counselors, Admin, iTeam	Test scores, attendance data, programmatic changes	General Fund	At each PD day throughout next 2-3 years
Review test scores, grades, and attendance records at progress report periods to identify students who are struggling	Teachers, Counselors, Admin, iTeam	Monitor grades each progress period, test scores, attendance data, programmatic changes	General Fund, LCAP/AB86 funding for 12 sections	Every 6 weeks
Utilize "hot list" function in Aeries to identify students who are struggling	Counselors, Admin, iTeam	Monitor grades each progress period, test scores, attendance data, programmatic changes	General Fund	Every 6 weeks

Students will be identified through the IEP process to ascertain their programmatic needs	Teachers, Counselors, Admin,iTeam	Monitor grades each progress period, test scores, attendance data, programmatic changes	General Fund	Ongoing
Students with Disabilities will be provided access to co-teaching support in a mainstream environment	Teachers, Counselors, Admin,iTeam	Master Schedule	General fund	Consistent over next 3 years
English Learners will be identified early and offered supports, to include, an EL Release Teacher, sheltered classes in English, and ELD classes.	Teachers, Counselors, Admin,iTeam	Master Schedule, EL release period	LCAP/AB86 funding for 3 sections	Consistent over next 3 years
Disaggregate the D/F list by grade, SWD and EL.	Registrar, Counselors, Admin, iTeam	D/F list	General Fund	Intervention team to meet monthly  Years 2-3: Use data to inform programmatic changes

**Strategy #2:** Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.

**Level 1 Classroom Support**

- Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP).
- Review student testing results/records (i.e. SBAC, ELPAC, CST available from prior years)
- Check the Intervention Screen in Aeries to see any previous strategies implemented
- Review criteria on Student Profile Chart (below) to determine potential level of intervention
- Student-Teacher Individual Conference
- Teacher provides classroom intervention(s). Some examples:
- Provide support materials to student – templates, skeleton notes, copies of notes, etc.
- Seating change
- Pair with peer
- Check for understanding and prompt student
- Suggest/provide before or after school help/tutoring
- Allow for short breaks
- Progressive discipline/referrals
- Parent-Teacher contact (phone/email)

- Document classroom interventions in Aeries

**Level 2 (Collaboration)**

- Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal
- Level changes implemented as needed
- Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources)
- Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours
- Suggest weekly progress report
- Parent-Student-Teacher conference
- Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)

**Level 3 (Intervention - Meets Criteria of "Struggling Student")**

- Multi/Interdisciplinary teacher collaboration
- Implement strategies across all subjects
- Teacher continues to assign discipline consequences, as necessary
- Suggest support classes if necessary
- Parent-Counselor-Teacher-Student-Admin conference
- Place on Academic/Behavior/Attendance (SART) Contract Level 4 (Intensive Intervention - Meets Criteria of "At Risk Student"; prior strategies unsuccessful)
- Parent-Counselor-Teacher-Student-Admin conference
- SARB (Student Attendance Review Board)
- Refer to READI
- Assign contract violation consequences
- Post-suspension conference and/or Post-suspension IEP meeting (for SPED students)
- Refer student to Sunset (process handled by the students alpha-counselor and AP)
- Consider referral to Student Study Team (SST)
- A 504 plan may be developed as a result of the SST team decision
- Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.

**Supports for English Learners, general education students, and special education students to include:**

- academic literacy
- math support
- ELD
- EL Lead Teacher release period
- Sheltered classes
- Academic Support

Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & yr 2&3
Create a master schedule to support ELD course, EL Lead Release period, Math support, and Academic Survival	Administration Teachers Counseling Department Intervention Team	Grades, test scores, attendance data	LCAP/AB86 funding for 12 sections for support classes (\$285,600)  Foundation Raven Unrestricted funds support tutoring	Ongoing: Monthly SARB attendance reports, quarterly progress checks, monthly intervention team meetings  Years 2-3: Evaluate MTSS system for impact and effectiveness

**Strategy #3:** Provide teachers with professional development and PLC time to enhance their capacity to support these students.

Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
19 Late Start days, some of which will be dedicated to PLC time	Administration Teachers Department Chairs	Student Achievement Data	District provided achievement funds embedded in site general fund budget	Ongoing: Staff department and PLC collaboration on late start Wednesdays  Years 2-3: Allocate more late starts to support professional development goals.
Teachers offered release time with course-alike colleagues to engage in PLC work	Teachers Department Chairs	Student Achievement Data	District provided achievement funds embedded in site general fund budget  District release days for departments is district funded	Ongoing: Staff department and PLC collaboration on late start Wednesdays; district release PD opportunities for all departments  Years 2-3: Allocate more late starts to support professional development goals.
2 full day on-site PD days with CCA staff	Administration Teachers Department Chairs	Student Achievement Data	District provided achievement funds embedded in site general fund budget  District release days for departments is district funded	August and January site PD days
Co-Teaching PD, master scheduling focus, and collaboration time	Administration Teachers District Coordinators Department Chairs	Student Achievement Data	District provided achievement funds embedded in site general fund budget  District release days for departments is district funded	District release PD opportunities for all departments  Years 2-3: Allocate more late starts to support professional development goals.

Teachers will be provided professional development opportunities to learn more about Universal Design for Learning (UDL), NGSS implementation, instructional technology, formative assessment, and college and career readiness	District Coordinators, Administration	Student Achievement Data	District provided achievement funds embedded in site general fund budget  District release days for departments is district funded	District release PD opportunities for all departments  Years 2-3: Allocate more late starts to support professional development goals.
Teachers will be provided SEL PD	Administration District Coordinators	Student Achievement Data	SEL PD funded by Foundation Raven Unrestricted	Ongoing
Strategic support for students who learned better in a distance learning platform than in a traditional school setting	Administration Counselors Teachers	Student Achievement data	General Site Budget	Year 1: Student survey, gather info, PD with teachers Year 2-3: ongoing data assessment
Effective tools that teachers used during distance learning or hybrid learning that should continue to be implemented or scaled up in a traditional setting	Administration District PD/TOSAs Teachers	Student Achievement Data, Class Observations	General Site Budget	Year 1: Share best practices through PD Year 2-3: Ongoing monitoring, student assessment data

**Strategy #4:** Provide teachers with resources to support students.

Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
Departments will be provided with general fund budgets for curriculum resources as well as support from the foundation for	Administration CCA Foundation District Technology Department District CTE Department District Educational	Student achievement data, inventory of teacher and student needs	School general fund and department allocations Foundation Raven Unrestricted funds Proposition AA funding for projection device upgrades	Ongoing: Replacing, updating, and adding resources on an as-needed basis  Years 2-3: Monitor wi-fi capacity, upgrade technology infrastructure

enrichment	Services Department			and facilities to stay current with industry standards and support student innovation
Teachers will be provided with enhanced technology and innovative furnishings to support teaching and learning	Administration CCA Foundation District Technology Department District CTE Department District Educational Services Department	Student achievement data, inventory of teacher and student needs	School general fund and department allocations Foundation Raven Unrestricted funds Proposition AA funding for projection device upgrades	Ongoing: Replacing, updating, and adding resources on an as-needed basis  Years 2-3: Monitor wi-fi capacity, upgrade technology infrastructure and facilities to stay current with industry standards and support student innovation
Chromebooks, updated projection devices, textbooks, supplemental learning materials	Administration CCA Foundation District Technology Department District CTE Department District Educational Services Department	Student achievement data, inventory of teacher and student needs	School general fund and department allocations Foundation Raven Unrestricted funds Proposition AA funding for projection device upgrades	Ongoing: Replacing, updating, and adding resources on an as-needed basis  Years 2-3: Monitor wi-fi capacity, upgrade technology infrastructure and facilities to stay current with industry standards and support student innovation

<b>Strategy #5:</b> Gather data from students to determine and provide resources and supports necessary to achieve their potential.				
Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
Survey students regarding their academic, career, and extra-curricular interest, and desired supports	Counseling Department	Pre and Post Student Inventories	General Fund Allocation  Foundation Raven Unrestricted funds  CTE funds	Ongoing: Survey incoming 8th grades at registration night Survey continuing students annually

Use data to intervene and connect students to resources	Counseling Department, Teachers	Students accessing resources and supports	General Fund Allocation Foundation Raven Unrestricted funds CTE funds	Ongoing
Formalize process for 4-year planning for all students	Counseling Department	Counseling team feedback	General Fund Allocation Foundation Raven Unrestricted funds CTE funds	Ongoing
Freshman and Sophomore "Raven Launch" Days	Counseling, PALs, ASB, Teachers, Students	Student Surveys	Foundation Raven Unrestricted funds	Year 1: Implement and gather data/adjust for next year Year 2 and 3: Ongoing, adjust based on feedback
New ways to approach assessment and homework to determine student mastery and achievement	Administration, Teachers, District TOSA's	Student assessment data	General Fund Allocation	Year 1: Engage in PD Year 2 and 3: Ongoing monitoring, PD, and review assessment data

<b>Strategy #6:</b> Educate our students and parent community regarding a need to focus on students' individual potential.				
Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
Continue parent and student workshops led by experts, staff, parents, and students.	Administration Counseling Department	California Healthy Kids survey  Parent Workshop Feedback	Foundation Raven Unrestricted funds	Ongoing: -administer CHKS in grades 9 & 11 every other year -Solicit parent feedback after each workshop  Years 2-3: Assess programming based upon results and feedback



**Local Control Accountability Priority Areas for Goal #2**

LCAP State Priorities	
	1. Student access to Credentialed teachers and safe facilities
	2. Implementation of California's Academic Standards
x	3. Parent Involvement
	4. Improving Student Achievement using Multiple Measures
x	5. Supporting Student Engagement including Chronic Absenteeism
x	6. School Climate and Connectedness
	7. Access to Courses preparing students for College and Career
	8. Measuring other important student outcomes

SDUHSD Goals	
	Student Achievement
	Support for English Learner
x	School Climate
	College and Career Readiness

<b>School Goal 2</b>
<b>All CCA students will be connected, well, balanced, and safe.</b>
<b>Student Learner Outcome (Draft)</b>
<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>● Be proud of who I am</li> <li>● Support and accept others with empathy and compassion</li> <li>● Know when to ask for help</li> <li>● Be self-sufficient and aware</li> <li>● Be connected to my community</li> <li>● Be accountable</li> <li>● Gain a balanced perspective</li> </ul>
<b>Rationale</b>
<p>We have a high-achieving student population and community, but it is also a challenge insofar as more students are struggling from anxiety, depression, and stress. We believe our students need support through a robust social- emotional learning program in addition to academics at school. As our students return to full in person learning after over a year of learning from home, we need to engage in programmatic activities that encourage school connectedness. Our campus and community is very safe, but there is always an interest in improving our</p>

systems and facilities in this area. The campus was recently retro-fitted with panic bar gates, and a surveillance system was installed.

**Targeted Pupil Student Groups**

	SWD (Students w/ Disabilities)		SED (Students w/ Economic Disadvantage)		American Indian/ Alaskan Native		Native Hawaiian/ Pacific Islander
	EL (English Learners)		White	x	Asian	x	Black/African American
x	All Students		Filipino		Hispanic/Latino		2 or more races

**Measurable Goals/Outcomes**

- 1.Reduce Chronic Absenteeism rates to 3% or less
- 2.Maintain suspension and expulsion for all students at 1% or lower
- 3.Maintain suspension rates for students with disabilities to 1% or lower and reduce suspension rates for EL students to 1% or lower.
- 4.Increase number of students participating in PALs programming, such as Community Days to at least 20% of each grade level.
- 5.Improve social/emotional health as measured by Healthy Kids Survey and CoVitality Survey.
- 6.Establish baseline data from Equity Audit.

**Strategies**

**Strategy #1:** Allocate resources and time for training for social-emotional learning, safety protocols, and healthy choices.

Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
The Homeroom committee and the Wellness committee, in collaboration with the counseling department and district Student Support department, implement resources to promote social-emotional learning.	Principal Assistant Principals Homeroom Committee Wellness Committee Counseling Department	Homeroom Curriculum Planning Document	Foundation Raven Unrestricted funds	Ongoing: <ul style="list-style-type: none"> <li>• All-staff Late Starts during 2019/20 school year</li> <li>• Bi-Weekly Homeroom Committee meetings</li> <li>• Monthly Wellness Committee meetings</li> <li>• Weekly Counseling</li> </ul>

				meetings Years 2-3: Assess and re-evaluate resource allocation and program effectiveness
Train students and staff on suicide prevention protocols	Principal Assistant Principals Counseling Department	Healthy Kids Survey data Student surveys	Foundation Raven Unrestricted funds	Twice annually
Freshman and Sophomore Raven Launch designed to support students getting connected to campus and welcoming them back to school after a year of distance learning	Admin Counselors PALs ASB	Student Surveys	Foundation Raven Unrestricted funds	Year one: 1 half day for Sophomores and 1 half days for Freshman Year 2-3: re-evaluate and provide half days for each grade level
Train students and staff on drug trends and programs offering support	Principal Assistant Principals Homeroom Committee Wellness Committee Counseling Department	Healthy Kids Survey data Attendance, grades, discipline data Student surveys Feedback from Raven Advisory Board	Foundation Raven Unrestricted funds	Ongoing: <ul style="list-style-type: none"> <li>All-staff Late Starts during 2019/20 school year</li> </ul> Years 2-3: Assess and re-evaluate resource allocation and program effectiveness
August Professional Development time will be utilized for training on SEL, as well as Late Start days	Principal Assistant Principals Homeroom Committee Wellness Committee Counseling Department	Healthy Kids Survey data Attendance, grades, discipline data Student surveys Feedback from Raven Advisory Board	Foundation Raven Unrestricted funds	Ongoing: <ul style="list-style-type: none"> <li>All-staff Late Starts during 2019/20 school year</li> <li>Bi-Weekly Homeroom Committee meetings</li> </ul> Monthly Wellness Committee meetings <ul style="list-style-type: none"> <li>Weekly Counseling meetings</li> </ul> Years 2-3: Assess and

				re-evaluate resource allocation and program effectiveness
Utilize referral process and school student support specialist	Assistant Principals Counseling Department	Healthy Kids Survey data  Attendance, grades, discipline data  Student surveys  Feedback from Raven Advisory Board	Foundation Raven Unrestricted funds	Ongoing: <ul style="list-style-type: none"> <li>All-staff Late Starts during 2019/20 school year</li> <li>Bi-Weekly Homeroom Committee meetings</li> <li>Monthly Wellness Committee meetings</li> <li>Weekly Counseling meetings</li> </ul> Years 2-3: Assess and re-evaluate resource allocation and program effectiveness
Students and staff will have updated training for fire drills, earthquake drills, lockdown scenarios, and run/fight/hide scenarios.	Assistant Principals	Feedback from Raven Advisory Board, PD agendas	Foundation Raven Unrestricted funds	Ongoing: <ul style="list-style-type: none"> <li>All-staff Late Starts during 2019/20 school year</li> </ul> Years 2-3: Assess and re-evaluate resource allocation and program effectiveness

<b>Strategy #2:</b> Allocate resources and time for the implementation of homeroom programming.				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>

<p>Extra Work hours will be allocated for certificated staff time to work on implementation of the homeroom program</p>	<p>Principal Homeroom Committee Homeroom Teachers Lead Facilitators</p>	<p>Feedback from students and parents via Principal Coffees and Raven Advisory Board</p> <p>Homeroom Committee feedback and direction</p> <p>Healthy Kids Survey data</p> <p>Student Surveys</p>	<p>Foundation Raven Unrestricted funds (approximately \$30,000) for YouSchool contract and Lead Facilitator</p> <p>\$100 for supplies for Homeroom teachers / Raven Unrestricted funds</p>	<p>Ongoing: allocate resources(funds, time) as needed during 2021-22 school year.</p> <p>Years 2-3: Evaluate data and need for resources, determine new resources allocation.</p>
<p>Implement feedback loop with fidelity</p>	<p>Homeroom Committee, Student Leader/Facilitators, Raven Advisory board, Dept Chairs</p>	<p>-Feedback from students and parents via Principal Coffees and Raven Advisory Board</p> <p>-Homeroom Committee feedback and direction</p> <p>-Healthy Kids Survey data</p> <p>-Student Surveys</p>	<p>General Fund</p>	<p>Ongoing: allocate resources(funds, time) as needed during 2021-22 school year.</p> <p>Years 2-3: Evaluate data and need for resources, determine new resources allocation.</p>

<p><b>Strategy #3:</b> Student and parent programming with a focus on what is right for each student with respect to balance and achievement.</p>				
<p>Tasks/Actions</p>	<p>Persons Responsible</p>	<p>Means to assess Improvement</p>	<p>Cost and Funding Source</p>	<p>Timeline Current &amp; Years 2-3</p>
<p>High School Selection messaging to community RE course selection, balance, and enrichment</p>	<p>Administration Counseling Department Teachers</p>	<p>Healthy Kids Survey Student Surveys</p> <p>Testimonials from former students</p> <p>Feedback from students and parents</p> <p>Feedback from Raven Advisory</p>	<p>District funds</p> <p>Foundation Raven Unrestricted funds</p>	<p>Ongoing: Complete outlined tasks during 2019-2020 school year.</p> <p>Years 2-3: Assess and evaluate programs and services.</p>

		Board		
Tours messaging to community RE course selection, balance, and enrichment	Administration Counseling Department Teachers ASB Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
Student-led presentations to peers during course selection window promoting balance and enrichment	Administration Counseling Department Teachers ASB Workshop facilitators Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
Principal Coffees messaging to community RE course selection, balance, and enrichment	Administration	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
College experts and former students messaging to community RE course selection, balance, and enrichment	Administration Counseling Department Teachers ASB Workshop facilitators Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.

		students and parents  Feedback from Raven Advisory Board		
Promote diverse pathways to success following high school.	Administration Counseling Department Teachers ASB Workshop facilitators Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
Middle School visits messaging to community RE course selection, balance, and enrichment	Administration	HKS Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
College and Career clerical resource if allocation is adjusted and focus on balance and achievement	Administration	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Classified Staffing Allocation adjustment	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
Parent Workshops	Administration Counseling Department Teachers ASB Workshop facilitators Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.

		Feedback from Raven Advisory Board		
Promote a diversity of colleges so that students know there are many choices for an outstanding education beyond the "prestigious" universities	Administration Counseling Department Teachers ASB Workshop facilitators Student facilitators	Healthy Kids Survey Student Surveys  Testimonials from former students  Feedback from students and parents  Feedback from Raven Advisory Board	District funds  Foundation Raven Unrestricted funds	Ongoing: Complete outlined tasks during 2019-2020 school year.  Years 2-3: Assess and evaluate programs and services.
IEP teams and EL Lead to work together to collaboratively identify appropriate academic and social/emotional supports for students for balance.	Case Managers, Admin, Counselors, Program Supervisors, Gen Ed teachers, EL Lead	Reduced suspension rates	District funds  Foundation Raven Unrestricted funds	Year One: Measure via CA Dashboard and use data to develop further discussions.  Year 2-3: Continue monitoring

<b>Strategy #4:</b> Increase acknowledgement and awareness of equity and diversity with all students and staff.				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Develop Site Equity Leadership Team	Admin, Teachers, Counselor, Classified, Parent	Programmatic changes, CHKS results, CoVitality Survey	General Fund	Ongoing, meets monthly
Review data from Equity Audits and identify and interrupt policies, systems, structures, and practices that contribute to racial disproportionality at CCA.	District Equity and Inclusion Teams, ASU, BSU, Administration, Raven Wellness Board	Programmatic changes, CHKS results, CoVitality Survey	General Fund	Year 1: Equity Audit and analyze data  Year 2: Identify and interrupt policies & structures  Year 3: Monitor progress and review data
Professional Development with staff in collaboration with <a href="#">SDCOE</a>	District Equity and Inclusion Teams, ASU, BSU, Teachers, Administration, Raven Wellness Board	Programmatic changes, CHKS results, CoVitality Survey	General Fund	Year 1: Target specific staff for PD  Year 2: Invite larger groups of teachers and staff to attend PD  Year 3: Implement school wide staff PD



**Local Control Accountability Priority Areas for Goal #3**

LCAP State Priorities	
	1. Student access to Credentialed teachers and safe facilities
	2. Implementation of California's Academic Standards
	3. Parent Involvement
x	4. Improving Student Achievement using Multiple Measures
X	5. Supporting Student Engagement including Chronic Absenteeism
	6. School Climate and Connectedness
X	7. Access to Courses preparing students for College and Career
X	8. Measuring other important student outcomes

SDUHSD Goals	
	Student Achievement
	Support for English Learner
	School Climate
X	College and Career Readiness

School Goal 3
<b>All CCA students will be equipped with the knowledge and skills deemed to be essential for success in the modern workforce.</b>
Student Learner Outcome (DRAFT)
<p>I will...</p> <ul style="list-style-type: none"> <li>• Be aware of different paths and options</li> <li>• Make my own decisions about how I live my life</li> <li>• Be prepared for my future</li> <li>• Develop a diverse set of skills by taking a range of classes</li> </ul>
Rationale
<p>Most of our students expect to go to college, but we need to balance this with career readiness. College-focused students need career skills beyond college. Students need more exposure to career possibilities and skill-sets.</p> <p>Notes Regarding Progress from our Previous Goal #3: Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate</p>

evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

Our WASC work during 2018 / 2019 resulted in updated schoolwide critical areas for follow-up.

Our updated Goal #3 aligns with the following schoolwide critical areas for follow-up:

- Resources and professional development will be allocated to enhance college and career readiness programs and services
- Struggling students will have diverse pathways from which to choose as opposed to a single-minded focus on college
- Students can choose colleges that align with their individual interests, as opposed to feeling compelled to go to certain colleges that may result in stress and a lack of balance
- With greater exposure to career readiness, students can achieve skills and achieve individual potential and balance through exposure to career-relevant CTE pathways

**Targeted Pupil Student Groups**

X	SWD (Students w/ Disabilities)		SED (Students w/ Economic Disadvantage)		American Indian/ Alaskan Native		Native Hawaiian/ Pacific Islander
	EL (English Learners)		White		Asian		Black/African American
X	All Students		Filipino		Hispanic/Latino		2 or more races

**Measurable Goals/Outcomes**

1. Increase A-G CSU/UC Eligibility rate to 93%
2. CTE Pathway completion
3. AP exam pass rate (93%)
4. EAP Readiness (Defined as College Ready or Conditionally Ready) CAASPP in English (91%) and math (82%)
5. Increase Dual enrollment
6. Increased articulation agreements between community college and CTE courses

<b>Strategies</b>				
<b>Strategy #1:</b> Encourage students to: <ol style="list-style-type: none"> <li>satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses</li> <li>use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well</li> <li>do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses</li> <li>take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers</li> </ol>				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Counselors and Admin to promote healthy and balanced schedules during registration process.	Administration Counseling Department Teachers Student Leaders Key Parents	CTE pathway growth CAASPP scores UC Eligibility Data Envision Enrollment Data	General Budget Foundation Raven Unrestricted	Ongoing: Annually during course selection process Years 2-3: Adjust if Strategy is not achieving desired effect

<b>Strategy #2:</b> Host a Career Event or Month, in addition to College Night				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Host a career day/night or month.	Administration Counseling Department Parent Facilitators Teacher Facilitators Local Business & Trade Leaders	Participation Data Feedback from event(s) Senior Exit Surveys RE post high school plans	General Budget Foundation Raven Unrestricted	Ongoing: Implemented first Career Month in 2020-2021 school year.  Years 2-3: Expand Career Day event(s)

<b>Strategy #3: Integrate Life and Communication Skills in Homeroom.</b>				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Staff and students will prioritize their interests in life and communication skills	Administration Counseling Department Teachers Wellness Committee Homeroom Committee	Healthy Kids Survey Student Surveys Staff Surveys Homeroom Committee feedback and planning	General Budget Foundation Raven Unrestricted	Ongoing: 2019/2020 first year implementation  Years 2-3: Expand life and communication skills curriculum
Committee will program these modules with resources	Administration Counseling Department Teachers Wellness Committee Homeroom Committee	Healthy Kids Survey Student Surveys Staff Surveys Homeroom Committee feedback and planning	General Budget Foundation Raven Unrestricted	Ongoing: 2019/2020 first year implementation  Years 2-3: Expand life and communication skills curriculum

<b>Strategy #4: Expose students to a wide variety of colleges instead of focusing on selective universities</b>				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Means to assess Improvement</b>	<b>Cost and Funding Source</b>	<b>Timeline Current &amp; Years 2-3</b>
Provide access to all colleges, universities, and trade schools	Administration Counseling Department Parent leaders and alumni College and Career Clerical position (if filled)	College Visit data Participation data Student Feedback Senior Exit Survey	General Budget Foundation Raven Unrestricted	Ongoing: Complete strategies outlined during 2021-22 school year.  Years 2-3: Expand initiatives to expose students to more college options.
Engage community colleges to visit our students	Administration Counseling Department Parent leaders and alumni College and Career Clerical position (if filled)	College Visit data Participation data Student Feedback Senior Exit Survey	General Budget Foundation Raven Unrestricted	Ongoing: Complete strategies outlined during 2021-22 school year.  Years 2-3: Expand initiatives to expose students to more college options.

Reach out to lesser known, but well-respected colleges as options for our students	Administration Counseling Department Parent leaders and alumni College and Career Clerical position (if filled)	College Visit data Participation data Student Feedback Senior Exit Survey	General Budget Foundation Raven Unrestricted	Ongoing: Complete strategies outlined during 2021-22 school year.  Years 2-3: Expand initiatives to expose students to more college options.
Enhance technology (screen and microphones) in College and Career center to be able to host multiple colleges from a variety of locations interacting with our students present.	Administration Counseling Department Tech Department	Increased participation in College visits and increase the number of presentations we can offer	District General Budget	Year one: implementation of technology, trial it out  Year 2-3: use it consistently to increase number of visits

<b>Strategy #5:</b> Enhance CTE pathways to include more relationships with industry and opportunities to earn certifications, participate in internships, and demonstrate leadership.				
Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
Increase participation in CTE pathways by hosting an elective fair for all grade levels.	District CTE Coordinator Administration Counseling Department CTE teachers	CTE pathway completion  Increased dual enrollment and articulation agreements  Increased opportunities for internships, certifications, and leadership.	General Budget CTE and Perkins Grant Funds Foundation Raven Unrestricted	Ongoing: Articulation and alignment with industry and community colleges to enhance opportunities.  Years 2-3: Evaluate needed areas of growth

**Strategy #6:** Engage with the San Diego Workforce Partnership and the Associated Builders and Contractors Apprenticeship Program and On the Job Training as well as other career pathways, including the military, California Conservation Corp, and Americorp. that do not require a college degree to educate our students on career pathways and opportunities.

Tasks/Actions	Persons Responsible	Means to assess Improvement	Cost and Funding Source	Timeline Current & Years 2-3
Invite Industry leaders to Career Fair and to College Visits to share pathways to interested students	Administration Counseling Department College and Career Clerical Support Parent Facilitators Business and Industry Facilitators	Senior Exit Surveys Workshop Feedback Raven Advisory Board	General fund allocation  Raven Unrestricted funds	Ongoing: 2019/2020 initiated program  Years 2-3: Evaluate and Expand opportunities for students who may not follow a traditional college pathway
Share these pathways, in addition to college, in Homeroom curriculum	Administration Counseling Department College and Career Clerical Support Parent Facilitators Business and Industry Facilitators	Senior Exit Surveys Workshop Feedback Raven Advisory Board	General fund allocation  Raven Unrestricted funds	Ongoing: 2019/2020 initiated program  Years 2-3: Evaluate and Expand opportunities for students who may not follow a traditional college pathway
Invite industry leaders to speak in content-relevant courses, such as CTE	Administration Counseling Department College and Career Clerical Support Parent Facilitators Business and Industry Facilitators	Senior Exit Surveys Workshop Feedback Raven Advisory Board	General fund allocation  Raven Unrestricted funds	Ongoing: 2019/2020 initiated program  Years 2-3: Evaluate and Expand opportunities for students who may not follow a traditional college pathway
Target students who are non-college bound and provide workforce resources	Administration Counseling Department College and Career Clerical Support Parent Facilitators Business and Industry Facilitators	Senior Exit Surveys Workshop Feedback Raven Advisory Board	General fund allocation  Raven Unrestricted funds	Ongoing: 2019/2020 initiated program  Years 2-3: Evaluate and Expand opportunities for students who may not follow a traditional college pathway

## Section F. School Site Council Membership, Canyon Crest Academy

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	X				
Wendy Ark				X	
Amy Caterina				X	
Amy Gibson				X	
Alex Jensen				X	
Amanda Chen					X
Carrie Su					X
Derek Ma					X
Mason Lee					X
Caroline Moroney			X		
Ashley Bahner			X		
Dvora Celniker		X			
Rafael Ancona		X			
Andrew Corman		X			
Kate Dickinson		X			
Mark VanOver		X			
<b># of members in each category</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*

**Section G. Budget 2020-21**

State/Federal Categorical Program	Allocation
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AB86 Funding	\$285,600
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## Resources

[WASC Final Revised Action Plan 2019](#)

[WASC Self Study Final Draft Fall 2019](#)

[WASC Visiting Committee Report Final October 2019](#)

- Pages 33 - 35 identify Schoolwide Strengths and Areas of Growth relevant to informing the SPSA
- [WASC Key Issues from VC 2019 Task List](#) (1 Sheet Synthesis of above)

[2020-21 School Profile](#)

[SDUHSD AP Exam Information](#)

[CCA 3 Year AP Score Trends](#)

[D/F Tallies and Percentages](#)

[STAR Results Overview](#)

[Covitality Data](#)

[Dual Enrollment Data](#)

[CTE Course Analysis](#)

[California Healthy Kids Survey](#)

[Summary of CHKS](#)