



Canyon Crest Academy

5951 Village Center Loop Rd • San Diego, CA 92130 • 858-350-0253 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Dieguito Union High School District

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School Description

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 a comprehensive public high school of approximately 2,545 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 2017-2018 school year, 76% of the Class of 2018 met or exceeded UC/ CSU requirements and 87% of students planned to attend a 4-year college. In the 2018-2019 school year, less than 2% of CCA students were identified as English learners and less than 4% were identified as students with special needs. Overall CCA students perform well on standardized assessments, including the CAASPP English language arts and Mathematics. 90.42% of CCA students met or exceeded standards in 2018 administration of the SBAC English Language Arts and 81.9% of all CCA students met or exceeded standards on the 2018 SBAC Mathematics assessment.

CCA is one of two schools 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 six found in schools with block scheduling. These extra two classes allow 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 prepares 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 Departments 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.

Specialized Programs and College & 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 will be serving 244 students in 2019-2020. This three year, 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	633
Grade 10	677
Grade 11	627
Grade 12	635
Total Enrollment	2,572

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	32.7
Filipino	1.2
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.1
White	53.5
Two or More Races	3.8
Socioeconomically Disadvantaged	5.8
English Learners	1.5
Students with Disabilities	4.1
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Canyon Crest Academy	17-18	18-19	19-20
With Full Credential	100		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for San Dieguito Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Canyon Crest Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2008

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature, adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004; Integrated Chinese 1/2 and 3/4, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	90	88	80	80	50	50
Math	82	80	72	72	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	615	603	98.05	87.89
Male	312	309	99.04	83.17
Female	303	294	97.03	92.86
Black or African American	--	--	--	--
Asian	187	185	98.93	92.97
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.50	76.92
White	364	356	97.80	86.52
Two or More Races	12	12	100.00	91.67
Socioeconomically Disadvantaged	46	42	91.30	88.10
English Learners	17	16	94.12	62.50
Students with Disabilities	21	21	100.00	47.62

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	6.3	19.7	66.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	615	601	97.72	80.37
Male	312	308	98.72	80.84
Female	303	293	96.70	79.86
Black or African American	--	--	--	--
Asian	187	184	98.40	94.57
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.50	66.67
White	364	355	97.53	74.08
Two or More Races	12	12	100.00	100.00
Socioeconomically Disadvantaged	46	42	91.30	78.57
English Learners	17	16	94.12	75.00
Students with Disabilities	21	21	100.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

The Canyon Crest Academy Foundation includes everyone in the Canyon Crest Academy community. CCA does not have a PTA, PTSA, or PTO. The foundation takes the place of those groups at our school and delivers many familiar services and raises funds for our school. The CCA Foundation raised in approximately \$2.1 million dollars during the 2018-2019 school year, and over the past three school years, they have donated over \$5 million dollars to enrich the educational experience for CCA students. The foundation provides funding and volunteer support for programs in the arts, technology, each of the academic disciplines, and athletics. It is unique in that, in addition to providing financial support, it develops community partnerships that will further enhance students' overall experience. For more information about parent involvement, please contact CCA Foundation Executive Director, Joanne Couvrette, at joanne.couvrette@sduhsd.net.

Parents also have the opportunity to attend meetings with school staff members and parent workshops. Parents can meet with the school principal during "Coffee with Killeen." These meetings provide parents with an opportunity to hear about schoolwide events and initiatives and offer input. Parent support workshops are also offered throughout the year. These workshops aim to support parents in supporting their students' academic, social, and emotional well-being at CCA. Parent representatives are also part of School Site Council and several are on District Advisory Boards. Communication between parents and the school is fostered through formal newsletters and social media channels. A weekly communication, called the CCA Connection goes out to parents each week and CCA maintains a Facebook Page called The Raven Report and a Twitter handle @CCARaven.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

CCA's safety plan was developed in accordance with district guidelines, and it includes a complete fire, evacuation, and lockdown strategy. We review safety-related issues in our quarterly site safety meetings and in the quarterly district safety meetings. The School Safety Plan is approved by our School Site Council annually. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws. As part of our safety plan, we hold regular fire, earthquake, lock-down drills. Our classrooms have lock-blocks on the doors. In conjunction with our district, we properly dispose of all hazardous waste materials on our campus. Our safety plan has been shared with all faculty, and each faculty member has a folder with the instructions in the event of an emergency. We receive support from local authorities, including the San Diego Police Department, who have assigned two resource officers to our area, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct annual fire inspections.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.0	0.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	1.8
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	401.9

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	6	12	22	33	3	16	25	35	3	11	26
Mathematics	34	3	13	30	34	4	10	34	37	2	3	41
Science	33	4	12	19	35	3	3	37	35	4	3	35
Social Science	37	1	4	34	37		3	36	39		2	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22

CCA teachers participate in staff development activities on 19 days when students come to school 90 minutes later than usual. Late Start days are based on Professional Learning Communities. We dedicate two full days to staff development prior to the first day of school as well as one day at the end of the semester. Staff development days focus on improving student achievement, strengthening student/staff connections, developing department curriculum, and cross-curricular projects. Site based professional development supports the goals of the School Plan for Student Achievement. The staff training activities are developed by a committee of teachers and administrators. Staff determine areas of focus, with input from students and parents. There are eight minimum (shortened) days. Minimum days are scheduled for semester and end-of-term finals. Math and English teachers attended workshops to devise programs that support lower-performing students. All those who teach AP classes attend a two-week summer training session.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,756	\$52,466
Mid-Range Teacher Salary	\$103,272	\$87,373
Highest Teacher Salary	\$126,426	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$155,705	\$142,025
Average Principal Salary (HS)	\$172,215	\$153,904
Superintendent Salary	\$241,610	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	33%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,606	\$234	\$5,832	\$97,787
District	N/A	N/A	\$6,677	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.5	-5.6
School Site/ State	-20.0	13.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways.

Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers. We also offer tutoring, SST support, 504 support, IEP support, and EL support. Our master schedule includes support classes in academic literacy and mathematics.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Canyon Crest Academy	2015-16	2016-17	2017-18
Dropout Rate	0	0.2	0.2
Graduation Rate	99.8	99.6	99.5

Rate for San Dieguito Union High	2015-16	2016-17	2017-18
Dropout Rate	2.6	2.9	2.2
Graduation Rate	95.4	94	96.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1,331
% of pupils completing a CTE program and earning a high school diploma	4.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Canyon Crest Academy offers 6 CTE pathway courses in the following industry sectors: Business Management, Design Visual & Media Arts, Engineering Technology, Film Video Production, Graphic Design, Performing Arts, and Software / Systems Development.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	92.15

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	7	N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics	15	N/A
Science	15	N/A
Social Science	27	N/A
All courses	70	54.2

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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