



# Canyon Crest Academy

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### San Dieguito Union High School District

710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
[www.sduhsd.net](http://www.sduhsd.net)

#### District Governing Board

Beth Hergesheimer, President  
Joyce Dalessandro, Vice-President  
Amy Herman, Clerk  
Maureen "Mo" Muir, Trustee  
John Salazar, Trustee

#### District Administration

Rick Schmitt  
**Superintendent**  
Rick Schmitt  
**Superintendent**  
Michael Grove, Ed.D.  
**Associate Superintendent,  
Educational Services**  
Eric Dill  
**Associate Superintendent, Business  
Services**  
Torrie Norton  
**Associate Superintendent, Human  
Resources**  
Jason Vilorio, Ed.D.  
**Associate Superintendent,  
Administrative Services**

### School Description

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond. We are excited to continue developing a community of learners who value and embrace the contributions of each individual on our campus. Students' experiences in high school are defined by the connections they share with the student body and/or greater school community. We are proud of the rich tradition of academic excellence available at CCA. Beyond the classroom, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, the NEST, QUEST, our PALS, and ongoing ASB events, each represent opportunities for each child to get involved, foster healthy peer relationships, and contribute to our shared CCA community. We encourage each child to find their 'home' on our campus.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 858-350-0253 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	645
Grade 10	489
Grade 11	420
Grade 12	437
<b>Total Enrollment</b>	<b>1,991</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	22.8
Filipino	1.2
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.3
White	66.6
Two or More Races	1.4
Socioeconomically Disadvantaged	3.3
English Learners	1.1
Students with Disabilities	8.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Canyon Crest Academy	13-14	14-15	15-16
With Full Credential	79	85	91
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	538
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Canyon Crest Academy	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	97.9	2.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	97.9	2.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards. The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: July, 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Language of Literature, adopted 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

CCA opened in 2004–2005 in a temporary facility of 17 modular classrooms. By spring 2005, students and staff moved into permanent classrooms. Half of the permanent buildings were completed by the end of 2005, and in June 2006 the rest were complete. All athletic fields became available beginning in 2006–2007. We are now fully housed in our new facilities and enjoy having no significant facility update needs.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/3/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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.
	X				

**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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	87	90	94	86	85	85	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	85	77	44
<b>Math</b>	75	68	33

\* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	7.90	15.30	74.10

\* 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.

**2014-15 CAASPP Results by Student Group**

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	85
All Student at the School	94
Male	96
Female	91
Black or African American	--
American Indian or Alaska Native	--
Asian	96
Filipino	--
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	--
White	93
Two or More Races	--
Socioeconomically Disadvantaged	75
English Learners	--
Students with Disabilities	86
Foster Youth	--

\* Scores are not shown 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	419	406	96.9	4	11	26	59
Male	11		193	46.1	5	8	27	60
Female	11		213	50.8	3	13	25	59
Black or African American	11		3	0.7	--	--	--	--
Asian	11		102	24.3	1	3	19	77
Filipino	11		6	1.4	--	--	--	--
Hispanic or Latino	11		25	6.0	12	16	40	32
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		265	63.2	5	13	28	54
Two or More Races	11		4	1.0	--	--	--	--
Socioeconomically Disadvantaged	11		17	4.1	6	29	41	24
English Learners	11		6	1.4	--	--	--	--
Students with Disabilities	11		37	8.8	11	35	30	22
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	419	401	95.7	12	12	25	50
Male	11		191	45.6	10	10	18	61
Female	11		210	50.1	14	14	31	40
Black or African American	11		4	1.0	--	--	--	--
Asian	11		102	24.3	3	3	18	76
Filipino	11		6	1.4	--	--	--	--
Hispanic or Latino	11		25	6.0	28	8	32	32
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		259	61.8	15	16	28	41
Two or More Races	11		4	1.0	--	--	--	--
Socioeconomically Disadvantaged	11		17	4.1	35	24	29	12
English Learners	11		6	1.4	--	--	--	--
Students with Disabilities	11		37	8.8	49	24	11	14
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

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 excess of \$3 million in its first six years. 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 Diane Fisher at [diane.fisher@sduhsd.net](mailto:diane.fisher@sduhsd.net).

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

We developed our safety plan in accordance with district guidelines, and it includes a complete fire, evacuation, and lockdown strategy. We review safety-related issues in our monthly site safety meetings and in the monthly district safety meetings. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	0.78	0.79	1.00
Expulsions Rate	0.10	0.11	0.05
District	2012-13	2013-14	2014-15
Suspensions Rate	1.78	1.33	1.38
Expulsions Rate	0.05	0.03	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	31	34	33	5	3	3	10	6	8	18	20	22
Math	34	36	35	4	4	2	4	2	4	23	24	27
Science	33	34	33	3	2	3	9	7	11	18	18	19
SS	37	37	35	2	3	1	4	3	7	24	25	22

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	443

\* 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.

### Professional Development provided for Teachers

CCA teachers participate in staff development activities on 20 days when students come to school one hour later than usual. We dedicate one full day to staff development prior to the first day of school as well as two days 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. 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$44,363
Mid-Range Teacher Salary	\$79,139	\$71,768
Highest Teacher Salary	\$99,546	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,404	\$121,276
Average Principal Salary (HS)	\$142,137	\$133,673
Superintendent Salary	\$222,737	\$210,998
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,511	\$746	\$4,765	\$62,676
District	◆	◆	\$6,146	\$79,667
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-22%	-14%
Percent Difference: School Site/ State			-12%	-15%

\* Cells with ◆ do not require data.

### Types of Services Funded

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point, (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	21	64	14	34	52
All Students at the School	4	15	80	4	28	68
Male	5	21	74	3	21	75
Female	4	10	86	5	35	61
Asian	3	7	90		12	88
Hispanic or Latino	10	31	59	11	37	53
White	3	17	80	4	32	64
Socioeconomically Disadvantaged	13	21	67	8	38	54
Students with Disabilities	19	41	41	24	43	32



\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Canyon Crest Academy	2012-13	2013-14	2014-15
English-Language Arts	92	93	96
Mathematics	93	94	96
San Dieguito Union High School District	2012-13	2013-14	2014-15
English-Language Arts	87	65	68
Mathematics	87	67	69
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Canyon Crest Academy	2011-12	2012-13	2013-14
Dropout Rate	0.00	0.40	0.20
Graduation Rate	99.77	99.34	99.79
San Dieguito Union High School District	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.60	1.80
Graduation Rate	96.61	97.19	96.71
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1048
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	100.21	96.33	84.6
Black or African American	100	87.5	76
American Indian or Alaska Native	100	100	78.07
Asian	100	98.63	92.62
Filipino	100	100	96.49
Hispanic or Latino	100	88.62	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100.28	97.68	89.93
Two or More Races	100	75	82.8
Socioeconomically Disadvantaged	107.5	84.89	61.28
English Learners		75.76	50.76
Students with Disabilities	112.5	100	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.95
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	92.44

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	5	♦
Science	7	♦
Social Science	20	♦
All courses	36	2.4

\* Where there are student course enrollments.

### Career Technical Education Programs

Canyon Crest Academy prepares its students for the workforce in a number of ways. We have developed numerous partnerships with businesses in town to help with our curriculum and program development. We also use professionals as guest teachers and part time instructors. We include community members in our School Site Council, parent foundation, and district committees in an effort to keep our curriculum meaningful and relevant to real world applications. We have an internship and work-experience program in place for our upperclassmen as well as a well developed Career Technical Education/Regional Occupational Program. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,087 students in career technical education courses. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site at [cde.ca.gov](http://cde.ca.gov).