Canyon Crest Academy

5951 Village Center Loop Rd • San Diego, CA 92130 • 858-350-0253 • Grades 9-12
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

School Description

It is with a great deal of enthusiasm and pride that I begin my second year at Canyon Crest Academy. I look forward to collaborating with our dedicated Raven staff in sustaining a school culture where students are supported in building confidence and pursuing their passions. As a faculty, we are excited to continue developing a community of learners who value and embrace the contributions of each individual on our campus.

I believe that 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.

In partnership with our amazing Canyon Crest Academy Foundation, we are able to offer quality programs and enrichment experiences that continue to provide rich and engaging experiences for every child, every day.

On behalf of the entire faculty, we are excited to cultivate relationships with our new and returning students. It is going to be another GREAT year for our Ravens to soar at CCA!

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 858-350-0253.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 9	518
Gr. 10	434
Gr. 11	442
Gr. 12	475
Total	**1,869**

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	19.9
Filipino	1.1
Hispanic or Latino	6.9
Native Hawaiian/Pacific Islander	0.3
White	69.8
Two or More Races	1.1
Socioeconomically Disadvantaged	2.9
English Learners	0.7
Students with Disabilities	8.8

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	**12-13**	**13-14**	**14-15**
Fully Credentialed			
Without Full Credential			
Teaching Outside Subject Area of Competence			
San Dieguito Union High School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Canyon Crest Academy	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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

2013-14 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	100.00	0.00
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

* 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 2014-15)

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.

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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Language of Literature, adopted 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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

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.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) — Year and month in which data were collected: 7/23/14				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor	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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	89	87	90	85	86	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	88	88	90	81	82	82	54	56	55
Math	62	66	70	61	63	64	49	50	50
HSS	83	84	85	75	73	76	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	8	8	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	4.5	14.1	78.0

* 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.

2013-14 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	86
All Student at the School	90
Male	92
Female	88
Black or African American	
American Indian or Alaska Native	
Asian	96
Filipino	
Hispanic or Latino	76
Native Hawaiian/Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	64
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	7	4
Black or African American			
American Indian or Alaska Native			
Asian	23	4	-1
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	12	7	3
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	17	27	-18

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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.

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	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.7	0.8	0.8
Expulsions Rate	0.0	0.1	0.1
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.7	31	34	5	5	3	10	10	6	11	18	20
Math	33.2	34	36	3	4	4	6	4	2	17	23	24
Science	34.3	33	34	3	3	2	2	9	7	18	18	18
SS	34	37	37	1	2	3	2	4	3	6	24	25

* 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.

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist	
Other	

Average Number of Students per Staff Member

Academic Counselor	

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,545	$42,957
Mid-Range Teacher Salary	$79,139	$69,613
Highest Teacher Salary	$99,546	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$128,174	$120,526
Average Principal Salary (HS)	$141,452	$129,506
Superintendent Salary	$215,000	$207,044
Percent of District Budget		
Teacher Salaries	40	37
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 2012-13 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	$79,895
State	◆	◆	$4,690	$72,276
Percent Difference: School Site/District			-22%	-14%
Percent Difference: School Site/ State			-12%	-15%

Types of Services Funded at Canyon Crest Academy

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).

Professional Development provided for Teachers at Canyon Crest Academy

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.

	2013-14 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	65	12	33	55
All Students at the School	7	18	76	6	27	68
Male	8	22	71	4	20	77
Female	6	14	80	7	33	60
Black or African American						
American Indian or Alaska Native						
Asian	4	12	83	1	7	92
Filipino						
Hispanic or Latino	14	28	59	17	34	48
Native Hawaiian/Pacific Islander						
White	6	20	74	6	33	61
Two or More Races						
Socioeconomically Disadvantaged	31	19	50	25	31	44
English Learners						
Students with Disabilities	37	42	21	42	34	24
Students Receiving Migrant Education Services						

* 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	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	94	92	93
Mathematics	96	93	94
San Dieguito Union High School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	84	87	65
Mathematics	86	87	67
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	99.34	95.31	84.56
Black or African American	100.00	96.00	75.90
American Indian or Alaska Native	100.00	75.00	77.82
Asian	100.00	99.32	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	100.00	86.07	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	99.13	96.19	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	100.00	96.90	82.58
English Learners	0.00	62.20	53.68
Students with Disabilities	100.00	83.26	60.31

Dropout Rate and Graduation Rate			
Canyon Crest Academy	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	0.2	0.0	0.4
Graduation Rate	99.75	99.77	99.34
San Dieguito Union High School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	2.6	2.1	1.6
Graduation Rate	96.18	96.61	97.19
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	5	♦
Social Science	6	♦
All courses	20	55.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	79.91
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	87.83

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	1,087
% 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%

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.