

Canyon Crest Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Canyon Crest Academy
Street	5951 Village Center Loop Rd
City, State, Zip	San Diego, CA 92130
Phone Number	858-350-0253
Principal	Brett Killeen
Email Address	brett.killeen@sduhsd.net
School Website	https://cc.sduhsd.net/
County-District-School (CDS) Code	37-68346-0106328

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

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 2200 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	605
Grade 10	563
Grade 11	540
Grade 12	628
Total Enrollment	2,336

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49%
American Indian or Alaska Native	0%
Asian	40.9%
Black or African American	0.5%
Filipino	1.1%
Hispanic or Latino	8.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7.9%
White	40.8%
English Learners	1.9%
Foster Youth	0.1%
Homeless	0.1%
Socioeconomically Disadvantaged	11.2%
Students with Disabilities	5.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.50	97.13	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	0.68	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.75	16.20	3.14	12115.80	4.41
Unknown	1.20	1.43	23.00	4.46	18854.30	6.86
Total Teaching Positions	88.10	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.40	94.45	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	1.78	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	0.69	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.33	12.70	2.45	11953.10	4.28
Unknown	1.40	1.71	19.80	3.81	15831.90	5.67
Total Teaching Positions	85.10	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.00
Local Assignment Options	0.30	1.10
Total Out-of-Field Teachers	0.60	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0

Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles of Economics, Adopted 2023; U.S. Government: Principles of American Democracy, Adopted 2022; U.S. History: The Americans: Reconstruction to the Present, Adopted 2022; World History: Modern World History, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004; Integrated Chinese, Adopted 2018	Yes	0
Health	Edgenuity online course		N/A
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Canyon Crest Academy's facilities are generally in good repair. Our custodial staff is responsible to make sure classrooms, lavatories, eating areas, and offices are clean and sanitized daily. The grounds areas on campus need more attention. The grounds team is understaffed we lost a full crew during the peak of the pandemic. Our District continues to make efforts to recruit and hire more employees to address our staffing issues. Meanwhile, parts of the campus are neglected simply because we do not have the staff to care for our property. The District Maintenance and Operations Department is responsible for large equipment such as the HVAC system, plumbing, and structural repairs. In general, these areas are well-cared for however there are concerns about the need to replace the HVAC systems on some of the classroom buildings. Students, staff, and members of the community frequently express appreciation for how nice our campus looks and how safe it feels to be on this campus.

Year and month of the most recent FIT report

5/18/23 - 5/19/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	X		
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 Facility Rate

Exemplary	Good	Fair	Poor
	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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	89	93	77	79	47	46
Mathematics (grades 3-8 and 11)	80	85	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	542	536	98.89	1.11	93.08
Female	284	282	99.30	0.70	94.33
Male	253	249	98.42	1.58	91.53
American Indian or Alaska Native	0	0	0	0	0
Asian	223	223	100.00	0.00	95.07
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	85.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	94.74
White	219	216	98.63	1.37	93.49
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	79	78	98.73	1.27	92.31
Socioeconomically Disadvantaged	56	56	100.00	0.00	81.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	67.65

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	542	537	99.08	0.92	84.73
Female	284	283	99.65	0.35	81.27
Male	253	249	98.42	1.58	88.76
American Indian or Alaska Native	0	0	0	0	0
Asian	223	222	99.55	0.45	94.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	60.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	89.74
White	219	217	99.09	0.91	80.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	79	78	98.73	1.27	88.46
Socioeconomically Disadvantaged	56	56	100.00	0.00	60.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	45.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	72.04	78.06	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1169	1153	98.63	1.37	78.06
Female	594	589	99.16	0.84	79.12
Male	564	554	98.23	1.77	76.71
American Indian or Alaska Native	0	0	0	0	0
Asian	454	453	99.78	0.22	85.87
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	100	99	99.00	1.00	58.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	88	86	97.73	2.27	83.72
White	509	497	97.64	2.36	74.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	151	149	98.68	1.32	77.18
Socioeconomically Disadvantaged	142	136	95.77	4.23	58.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	67	95.71	4.29	35.82

2022-23 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 CTE pathway. All CTE pathway courses include student leadership and 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. Manuel Zapata is the primary representative of the district's CTE program. Canyon Crest Academy offers courses in the following 8 CTE pathways: Biotechnology, Business Management, Design Visual & Media Arts, Engineering Technology, Film Video Production, Graphic Design, Professional Music, and Software & Systems Development. For a full list of courses and CTE advisory committee info visit the district website at www.sduhsd.net.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1361
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	92.31

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93.26%	95.56%	95.39%	94.08%	95.23%

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 regarding the school district and at each school site.

2023-24 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 to enrich the experience for all students at CCA. 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.

Parents have the opportunity to attend meetings with school staff members and to attend parent workshops.

Parents can meet with the school principal during "Coffee with the Principal." 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 an Instagram account called Canyoncrestacademyravens, a main school Twitter handle @CCARaven, as well as many other instagram accounts: ccacounseling, ccapals, ccaasb.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.2	0.3	0.3	1.5	2	1.8	9.4	7.8	8.2
Graduation Rate	99.4	99.2	99.2	96	96.4	96.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	628	623	99.2
Female	314	312	99.4
Male	308	305	99.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	232	230	99.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	50	49	98.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	50	50	100.0
White	289	287	99.3
English Learners	27	25	92.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	131	127	96.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	40	38	95.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2350	2340	178	7.6
Female	1190	1182	83	7.0
Male	1149	1147	92	8.0
Non-Binary	11	11	3	27.3
American Indian or Alaska Native	1	1	1	100.0
Asian	958	956	32	3.3
Black or African American	12	12	3	25.0
Filipino	27	27	0	0.0
Hispanic or Latino	203	201	26	12.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	186	185	17	9.2
White	961	956	99	10.4
English Learners	47	45	2	4.4
Foster Youth	2	2	2	100.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	290	288	62	21.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	134	22	16.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	0.34	0.55	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.04	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.04
Female	0.25	0
Male	0.87	0.09
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.21	0
Black or African American	8.33	8.33
Filipino	0	0
Hispanic or Latino	1.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.62	0
English Learners	4.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.07	0.34
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.24	0

2023-24 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 a resource officer to our area, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct annual fire inspections.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	35	3	8	26
Mathematics	36	1	5	39
Science	36	1	5	34
Social Science	38			35

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	7	8	27
Mathematics	30	9	5	34
Science	31	6	6	31
Social Science	33	6		34

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	8	10	23
Mathematics	33	4	8	32
Science	34	2	7	28
Social Science	32	6	3	31

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	333.71

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,093	\$6,670	\$4,423	\$104,630
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-184.4	-4.6
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-52.9	6.7

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,557	\$57,234
Mid-Range Teacher Salary	\$107,956	\$95,467
Highest Teacher Salary	\$132,169	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$162,117	\$153,476
Average Principal Salary (High)	\$177,590	\$173,198
Superintendent Salary	\$288,000	\$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	55.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	7
English	10
Fine and Performing Arts	3
Foreign Language	0
Mathematics	10
Science	14
Social Science	24
Total AP Courses Offered Where there are student course enrollments of at least one student.	68

Professional Development

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 before the beginning of the second semester. Staff also receive 3 prep days prior to the start of semesters. 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 determines areas of focus, with input from students and parents. There is eight minimum (shortened) days. Minimum days are scheduled for semester and end-of-term finals. SDUHSD also offers additional course-alike trainings for teachers throughout the year focusing on UDL, DEI, and curriculum development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	23	25	