

The Single Plan for Student Achievement

School: Canyon Crest Academy
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-0106328
Principal: Brett Killeen
Date of this revision: April 3, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on: pending board approval on
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A. School Site Information Canyon Crest Academy

Vision Statement:

Canyon Crest Academy (CCA) is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of all students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners. We are working with stakeholder groups to get input on an updated Vision, Mission, and Values Statement. The new Vision, Mission, and Values will be implemented in the 2018 / 2019 school year.

Mission Statement:

Vision Statement

Canyon Crest Academy is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners.

Mission Statement

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Canyon Crest Academy (CCA) is a comprehensive high school in its thirteenth year of operation. It is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of Advanced Placement (AP) and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest and a specialized program in Engineering utilizing Project Lead the Way curriculum. CCA is on a 4 by 4 schedule that currently includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district. With a current enrollment of approximately 2600 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

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

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and

vision statements. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside on a majority of Wednesdays each semester. On these Wednesdays students begin school ninety minutes later than a normal school day. Staff use this time to develop curriculum, review student achievement data and results, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, document cameras, Chromebook carts, and digital projectors. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Staff are trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages.

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, 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.

Career Preparation

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

Canyon Crest Academy has a strong STEM program. The STEM program features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Additionally, multiple robotics teams are a part of the program and have had success in local and state-wide competitions. As part of STEM / CTE, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

The Quest program is also a specialized program that is designed to enhance the excellent math and science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math and science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" Many of our STEM courses fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the Career Technical Education (CTE) structure.

In addition to these specialized programs, CCA also offers additional programs and pathways under the CTE umbrella - including courses such as Digital Photography, Digital Imaging, Audio Recording Technology, and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

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

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Identified Strengths:

- Standardized Assessment Data (CAASPP and Advanced Placement)
- D/F reduction
- Graduation rate
- California Healthy Kids Survey

Overall our students scored well on state assessments and AP tests. The CAASPP scores for our juniors dipped slightly in comparison with the previous cohort. AP test results improved even with more students taking AP exams. The D/F data continues to improve. Our graduation rates have maintained at a level above 99 percent. Our Healthy Kids Survey detailed that a percentage of our students need to feel more connected on campus. Some of our students struggle with depression, in particular our juniors.

Below is a more specific breakdown of how are students performed on each assessment category and other relevant performance indicators.

86.88% of 11th grade students who took the CAASPP ELA assessment met or exceeded standards, slightly down from last year's 11th grade student performance.

75.73% of students who took the CAASPP Math assessments met or exceeded standards, also slightly down from last year's 11th grade student performance.

Some students are still earning Ds and Fs (INSERT DATA), but we have established goals and action steps to reduce these numbers.

94.2% of the AP exams taken (2957) earned a 3 or higher. This is an improvement over last year's results. As more students continue to take more rigorous courses and exams, including AP, we want to maintain our pass percentage.

Our Average Daily Attendance Percentage for 2016/2017 was: 96.7%. Students need to be in school to be successful, so strategies will need to be developed to improve attendance for specific students who have attendance problems.

This past spring, our students took the California Healthy Kids Survey. While many results were indeed positive, areas of need were as follows:

- 26.4% felt so sad they stopped doing usual activities at one or more points during the school year.
- Less students feel connected to an adult on campus than in 2015 (75% vs 68%)
- 11.7% do not feel close to anyone at school, student or adult

A professional learning community (PLC) survey taken by staff revealed:

- 40% of our teachers need support on a procedure for providing interventions to students
- 33% of our teachers need support on data analysis from common formative assessments (CFAs)
- 22% of our teachers need support on writing these CFAs

Our suspension rate in the 2015/2016 year was: 0.8%, and our school had about 2,200 students at the time, and this was down from the prior year of 1%. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

Identified Priority Focus Areas:

- Increase CSU/UC eligibility

- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Increase student connectedness and well-being on campus
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We aim to have more students CSU/UC eligible, so an action step will be established to improve on our percentage of eligible students.

Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we will create an action step related to developing career pathways.

Because the majority of our students met or exceeded standards in the CAASPP assessments and other assessments, our focus needs to be on those who did not meet standards, and any subgroup students who did not meet or exceed standards, including Special Education. There is a small group of students who did not meet or exceed standards in subgroups, though the subgroups may be too small numerically to qualify as a subgroup. As a result, we need to focus on capturing and supporting individual students who are not proficient.

Goals and Action Steps will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

C. Involvement Process

Involvement Process:

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

The School Site Council made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Administration, and the whole staff. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes.

**D. Summary of Progress Made on Goals 1 - 3 Goals
Canyon Crest Academy**

School Goal 1

Annual increase in pupil achievement on standardized tests, including Advanced Placement exams, develop and implement academic intervention strategies to support access and engagement for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standard
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

CAASPP results for all 11th grade students did not improve over last year's 11th grade testers. On the English test there was a decline of 5.1% meeting or exceeding standards. 86.88% of students met or exceeded standards in English Language Arts. On the math test there was a decline of 4.3% improvement of students meeting or exceeding standards. 75.73% of students met or exceeded standards in math. Our special education subgroup were 70.83% meeting or exceeding standards in English (down slightly) and 58.33% meeting or exceeding standards in math, which is slightly improved over last year. RFEP students scored 85.19% meeting or exceeding standards in English and 81.48% met or exceeded standards in math. The overall comparative results for our school are positive when compared to our district and county high schools. Advanced Placement pass rate improved from 91 to 94 percent of students who received a score of 3 or higher and more AP tests were taken.

B. Summary of Progress:

Though CAASPP scores went down slightly, with the exception of RFEP students and Special Education in a few areas, they are still impressive, and validate our need to focus on those specific students who are nearly meeting standards or not meeting standards. Our students' performance on Advanced Placement tests is outstanding.

C. Relevance:

This goal has partially been met. CAASPP results did not increase in all areas when compared to the prior year. While standardized scores continue to be comparatively impressive, we still have students who have not met or exceeded standards. We have recently implemented support classes for students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #1:

- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We will modify our Goal #1 to focus on those students who are not meeting standards.

School Goal 2

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student connectedness to the school community, attendance, and graduation rates.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Graduation rates remained consistent at 99%. Average Daily Attendance was 96.7% in 2016-2017.

B. Summary of Progress:

School safety was maintained during the 2016-2017 school year. In accordance with this goal, school connectedness was a focus. There was a Field Day centered on student wellness and a "Wellness Week" to reinforce important concepts with students.

C. Relevance:

This goal has been partially met. The campus was safe and secure, but this part of the goal is ongoing. Wellness goals for our students are also ongoing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Adjustments have been made to the Field Day activities and wellness week approach for the 2017 - 2018 school year. We will review the new results from the Healthy Kids Survey to determine what steps we need to take to support this goal.

Identified Priority Focus Areas applicable to Goal #2:

- Increase student connectedness and well-being on campus.

We will modify our Goal #2 to focus not only on connectivity, but wellness. Since our graduation rate is 99%, we can omit this language from the goal.

School Goal 3

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers.

LCAP Priority Area:

LCAP state priorities
 1: Basics
 2: Implementation of State Standards
 4: Pupil achievement
 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

9 PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. Ten extra chromebook carts were added prior to the 2017-2018 school year.

B. Summary of Progress:

Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. More work is needed in this area.

C. Relevance:

This goal has been partially met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #3:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards. For 2017 - 2018, science departments districtwide are determining course pathways to align with NGSS, which may also have an impact on graduation requirements.

We will modify our Goal #3 to omit reference to the need for Chromebooks, because we satisfied this objective. We are also no longer "transitioning" to California State Standards, so this language will be modified. Our modified goal will focus on using professional development to help teachers support student learning with

an objective of preparing students for college and career.

School Goal 4

LCAP Priority Area:

Targeted Pupil Student Group(s):

A. Actual Measurable Outcomes:

B. Summary of Progress:

C. Relevance:

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroup including English Learners, low income pupils and pupils identified as special education.

School Goal 1
 Improve balanced student achievement and implement interventions for those students who are not meeting standards.

LCAP Priority Area:
 State Priority:
 1- Basic Services
 2- Implementation of State Standard
 4- Pupil Achievement
 7- Course Access

Targeted Pupil Student Group(s):
 Any student who is not meeting standards or who is earning Ds or Fs. Our special education subgroup will be an area of focus.

A. Rationale:
 Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic supports to enable them to be proficient.

In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.

At progress reporting periods, the D/F list has fluctuated between 10.31% and 12.04%.

The quarterly D/F list has fluctuated between 5.35% and 7.39% (2015-2016 school year)

B. Expected Measurable Outcomes:

1. CAASPP English/Language Arts = 88% meet or exceed standards.
2. CAASPP Math = 77% meet or exceed standards.
3. CAASPP ELA Spec. Ed. = 80% meet or exceed standards.
4. CAASPP Math Spec. Ed. = 55% meet or exceed standards.
5. CAASPP RFEP will score at same percentage meeting or exceeding standards as all students.
6. Students on the D/F List = 5% or less at the end of each quarter
7. AP Pass Percentage = 95%

C. School-wide critical area/s for follow up addressed:

Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success? Additional course offerings available for students who elect to drop courses-remediation and support opportunities available.

D. Strategy:

Using data, we will identify students who need academic support. Our Student Support Team (SST) is our mechanism for collaboratively determining what resources students may need to be successful. The team looks at interventions and tiers of support. Using LCAP funding, we have added support classes in literacy and math to help students who are struggling.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Identify students not realizing academic potential based upon test scores. Identify students not realizing academic potential based upon grades. Utilizing the SST process, and the CCA Intervention Sequence, identify academic and non-academic interventions to support these students.</p> <p>CCA Intervention Sequence:</p> <p>Level 1 (Classroom Support) Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(s). Some examples: Provide support materials to student – templates, skeleton notes, copies of notes, etc. Seating change Pair with peer Check for understanding and prompt student Suggest/provide before or after school help/tutoring Allow for short breaks Progressive discipline/referrals Parent-Teacher contact (phone/email) Document classroom interventions in Aeries</p>	Admin., Counseling	<p>Academic Intervention Sections, three per term, one for math (Math Support), and one for English (Academic Lit). (LCAP is the funding source).</p> <p>Extra hours for teachers to supervise tutoring for any student who needs it after school and other support for students = \$4,832 Total of 125 hours (District Funds).</p>	For students who are supported by the CCA Intervention Sequence, we will look at their grades and test scores to see if the intervention support was helpful.	Fall/Spring 2018-19 quarterly progress checks

	<p>Level 2 (Collaboration) Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club Suggest weekly progress report Parent-Student-Teacher conference Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)</p> <p>Level 3 (Intervention- Meets Criteria of “Struggling Student”) Multi/Inter-disciplinary teacher collaboration Implement strategies across all subjects Teacher continues to assign discipline consequences, as necessary Suggest remedial classes if necessary Parent-Counselor-Teacher-Student-Admin conference Place on Academic/Behavior/Attendance (SART) Contract</p> <p>Level 4 (Intensive Intervention- Meets Criteria of “At Risk Student”; prior strategies unsuccessful) Parent-Counselor-Teacher-Student-Admin conference SARB (Student Attendance Review Board) Refer to READI Assign contract violation consequences Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) Consider referral to Student Study Team (SST) A 504 plan may be developed as a result of the SST team decision Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.</p>				
2.	Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility and career readiness. Counselors meet with students to develop 4 year plans. Counselors give presentations to students on A-G requirements and hold evening events for parents. College visits are coordinated. Counselors conduct transcript audits.	Admin., Counseling, College & Career Counseling Staff, Teachers	\$2000.00 for Field Trips (Foundation funded) to local campuses	A-G CSU/UC Eligibility Data	Ongoing
3.	Assess and evaluate the effectiveness of the academic intervention strategies being used.	Admin. and counseling	no cost	Student grades and test scores	Fall/Spring 2018-19 quarterly progress checks

4.	Provide professional development for staff to successfully implement uniform intervention strategies and California state curriculum through PLCs, Late Start Collaboration, conference training, and/or districtwide professional development.	Admin.	Dept., Site, District \$24,160 for PLC support	Struggling student grades and test scores improvementl	monthly through regular Late Start meetings
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LCAP Goal:

SDUHSD LCAP Goal#3: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

Implement safety measures and practices that ensure for a safe learning environment, and implement programs and practices that increase student connectivity and wellness.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

LCAP State Priorities #5, and #6 and WASC self-study findings indicate the need to formalize a comprehensive plan to ensure student connectedness and engagement for all, including staff relations, within our school community by creating programs that address and monitor the social/emotional safety, attendance, and well-being of our student body while maintaining a secure learning environment for all shareholders. As our school grows, we need to ensure that our culture that is characterized by a safe, orderly, secure, and connected environment continues. Data included the Healthy Kids Survey and WASC Self-Study. Because our school is growing significantly, we will need to establish baseline growth targets after conducting the Healthy Kids Survey this year.

B. Expected Measurable Outcomes:

- School-wide survey results will be analyzed, looking for improvement in areas related to wellness.
- Extra-curricular and Club participation rates
- ASB participation and programming
- PALs participation and programming
- Attendance Data ()
- Suspension / Expulsion Data ()
- Student and Staff Surveys

C. School-wide critical area/s for follow up addressed:

Develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships. Ensure for a secure campus.

D. Strategy:

Ensure for many forms of communication between students, staff, parents, and community. Ensure for safety through infrastructure and training. Ensure for wellness, balance, school connectedness via programming throughout the year. Emphasize the importance of attendance to perform well in school. Learn about and implement restorative practices to reduce suspensions and expulsions.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue to implement and develop programs and/or resources that promote student connectedness to the school community, including tours, principal coffees, and wellness programs.</p> <p>Use other funds, such as TUPE funds to support this goal, including: Supplies for tobacco-focused items for Red Ribbon Week events and other tobacco-focused school projects such as art-related projects, building websites and tobacco education visuals (videos, black lung) etc. Incentives and promotional materials including; Tobacco free pencils, stickers, posters, t-shirts, art materials for club activities and tobacco prevention educational youth brochures to support programs and tobacco free activities. \$1,395.00 Materials, incentives and supplies for students and teachers participating in TND \$200.00 Materials and supplies for Wellness Events & Programs at 5 high school sites \$447.50</p> <p>Noncapitalized Equipment Equipment: Example Video Production equipment for youth development groups to develop digital projects and site broadcasts to deliver tobacco-focused messages to students, Two-way radios for security and administration to communicate tobacco use violations on and around campus. not requested in grant]</p> <p>Travel and conferences Miscellaneous staff training for tobacco-related topics to allow funds for staff, students or parents to participation in various trainings held by SDCOE and other organizations to continue to promote tobacco prevention within our youth. \$276.00</p> <p>Noninstructional Consultant Services Speakers for Red Ribbon Week and Body Image presentations, Wellness Days and Tobacco, Alcohol and Drug Prevention Activities \$1,326.00</p> <p>Implement districtwide Sandy Hook Promise program with a focus on "See Something, Say Something." Free</p>	Admin., PALs Coordinator, ASB Director, Wellness Committee	District allocation for teaching sections for PALs and ASB. Site funds Foundation funds	Surveys; Healthy Kids Survey Tobacco Survey, WASC Surveys, Senior Exit Survey	ongoing

	<p>Implement YouSchool resources to support connectivity and wellness programming. \$35,000 (foundation)</p> <p>Implement Parent Programming workshops to improve connectivity and wellness. Free</p>				
2.	<p>Implement multi-tiered system of support targeted programs designed to meet the specific needs of CCA students (ex: Attendance, students facing academic pressure, mental health awareness, student transitions, etc.). Utilize addition of a social worker on campus to support these students.</p>	Admin., Teachers, Social Worker, Counseling	District funded position for Social Worker	Healthy Kids Survey Attendance data	ongoing
3.	<p>Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff. Utilize new staff resources, such as 2nd Campus Supervisor. Continue training and drills related to ensuring for a safe campus.</p>	Admin.	District funded position for campus supervisor	Surveys	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan
4.	<p>Participate in Training for Restorative Practices Model. Restorative Practice is a means by which student behaviors are improved in a non-punitive manner.</p>	Admin., counselors, and teachers	no cost	Reduction in suspension and expulsions	ongoing
5.	<p>Implement strategies to encourage staff, student, and community connectivity, such as weekly communications to staff, New Raven (Teachers) Lunches, Raven Advisory Board (students), CCA Connection (to parents), Coffee with the Principal, Sunshine Club (staff), Parent workshops (morning and evening opportunities).</p>	Admin.	no cost	Staff Surveys, Parent Feedback	ongoing

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

School Goal 3

Develop instructional practices to support under-performing subgroups, and provide professional development, time, and resources to support the transition to Next Generation Science Standards and Career Technical Education pathways to prepare all students for college and career readiness.

LCAP Priority Area:

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

Using the PLC structure, teachers in all departments continue to refine their curriculum, offer common formative assessments to determine which students are learning, and which ones are not, and then implement strategies to help students who are not achieving.

We are now making the transition to NGSS, and we are working as a district to prepare for a three-year science requirement for graduation. This coming year, we will be introducing a new course--Chemistry Honors, which will be unweighted, and prepare students for AP chemistry. In addition to a college-readiness culture, our students need to have a better understanding and awareness of career readiness. Early Assessment Program data shows that 63.88% are College Ready in English/Language Arts and 49.75% are College Ready in Math. EAP data is based upon students who "exceed the standard." Meeting the standard is "conditional" readiness.

Teachers consistently report a need for more time to professionally collaborate with one another regarding curriculum, instruction, and assessment.

The WASC Self-Study identified a few key areas of growth for this goal, which are noted below.

The Single Plan for Student Achievement

B. Expected Measurable Outcomes:

1. There are 19 late start days incorporated into the work year calendar, along with 3 District/Site Professional Development Days. There are also funds set aside for District Departmental Collaboration in English, math, social studies, science, visual and performing arts, and world language to facilitate collaboration and articulation.
2. 65% EAP Readiness in E/LA
3. 50% EAP Readiness in Math
4. Teacher feedback via survey results that show an increase in experimentation with new instructional strategies.
5. A-G CSU/UC eligible percentage will increase to 88%.
6. Special Education students: 72% will meet or exceeded standards on the CAASPP ELA test, and 60% will meet or exceeded standards on the CAASPP Math.

The percentage of students who are currently A-G CSU/UC eligible is 86.1%.

In 2016, Special Education student results showed that 76% met or exceeded standards on the CAASPP ELA test, and 53% met or exceeded standards on the CAASPP Math test. 2017 results showed 70.83% Special Education met or exceeded (slight reduction) and 58.33% met or exceeded standards (slight increase).

C. School-wide critical area/s for follow up addressed:

Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

D. Strategy:

Teachers will have time and resources to collaborate to ensure that students are proficient and college and career ready. Subject area teams, through PLCs, will review common assessments as part of a regular cycle to determine students' learning needs and then implement strategies to address learning deficiencies. Additional time and resources will be dedicated toward implementing the Next Generation Science Standards, as well as new courses in the science pathway. We will focus on developing our CTE pathways and programs.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Provide release time and utilize Late Start PLC time to enable teachers to engage in professional development in all subject areas around: <ol style="list-style-type: none"> 1. Instructional strategies 2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. NGSS 4. College and Career Readiness (CCR) 'Anchor' Standards 5. Formative Assessments to Identify Students' Needs and Inform Instructional Practice 	District & Site Admin.	District funded Achievement Funds	Student achievement will improve as per goal #1 in the SPSA.	Ongoing
2. Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities. We hold elective fairs to promote our offerings, and new courses are sometimes part of a pilot. If there is sufficient interest, based upon student tallies, we may be able to offer the course in the master schedule. Perkins funds were used to support the investment and launching of Principles of Engineering.	Admin. / District CTE Leadership, Counseling	District/site resources.	Enrollment data in CTE	Ongoing

LCAP Goal:
School Goal 4
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale: | **B. Expected Measurable Outcomes:**

C. School-wide critical area/s for follow up addressed:

D. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. School Site Council Membership Canyon Crest Academy

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	X				
Mark Choudhari				X	
Mary Christensen				X	
Jill Duoto				X	
Ying Yang				X	
Jessica Adams		X			
Dustin Lackey		X			
Chiara Luna		X			
Marianne Tan		X			
Mark Van Over		X			
Karen Burrows			X		
Bernard Steinberger			X		
Melody Li					X
Rajit Agarwal					X
Samiya Rana					X
Shawdi Sani					X
Numbers of members of each category	1	5	2	4	4

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

**Form G. Budget 2016-17
Canyon Crest Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$24,160.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,832.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$\$72,600.00
Title I Funds Does Not Apply	\$0.00
Total	\$115,692.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	2,255	-	2,406		2,576	100.0%
Black or African American	18	0.8%	18	0.8%	16	0.62%
American Indian or Alaska Native	5	0.2%	5	0.2%	10	0.39%
Asian	578	25.6%	660	27.4%	794	30.82%
Filipino	28	1.2%	29	1.2%	26	1.01%
Hispanic or Latino	155	6.9%	162	6.7%	178	6.91%
Native Hawaiian or Pacific Islander	7	0.3%	4	0.2%	3	0.12%
White	1,423	63.1%	1,475	61.3%	1478	57.38%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	70	3.1%		%		%
English Learners	15	0.7%		%		%
Students with Disabilities	160	7.1%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:

1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	86.88	85.22	85.19	*	70.83	73.33
2015-16	92	92	90	*	76	95
2014-15	85	85	88	*	53	65

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482	596	406	463	587	405	463	587	96.9	96.1	98.5
All Grades	419	482	596	406	463	587	405	463	587	96.9	96.1	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2683.8	2707.8	2692.2	59	69	63.88	26	23	23.00	11	6	9.20	4	2	3.92
All Grades	N/A	N/A	N/A	59	69	63.88	26	23	23.00	11	6	9.20	4	2	3.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	70	68.14	34	27	26.75	5	3	5.11
All Grades	61	70	68.14	34	27	26.75	5	3	5.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	66	72	68.31	28	24	24.87	5	4	6.81
All Grades	66	72	68.31	28	24	24.87	5	4	6.81

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	53	55.37	52	45	40.37	7	2	4.26
All Grades	40	53	55.37	52	45	40.37	7	2	4.26

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	73	62.18	35	25	32.20	4	2	5.62
All Grades	61	73	62.18	35	25	32.20	4	2	5.62

Conclusions based on this data:									
1.									

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	75.73	71.83	81.48	*	58.33	66.7
2015-16	80	79	78	*	53	75
2014-15	75	72	88	*	25	41

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482	596	401	461	589	400	461	589	95.7	95.6	98.8
All Grades	419	482	596	401	461	589	400	461	589	95.7	95.6	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2696.4	2714.7	2704.7	50	53	49.75	25	27	25.98	12	13	16.30	12	7	7.98
All Grades	N/A	N/A	N/A	50	53	49.75	25	27	25.98	12	13	16.30	12	7	7.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	65	69	67.40	23	23	21.73	12	8	10.87
All Grades	65	69	67.40	23	23	21.73	12	8	10.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	50	48.56	36	41	39.39	14	8	12.05
All Grades	50	50	48.56	36	41	39.39	14	8	12.05

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	53	58	52.80	39	38	41.09	8	4	6.11
All Grades	53	58	52.80	39	38	41.09	8	4	6.11

Conclusions based on this data:	
1.	

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	54.64	52.55	41.07

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	6.1
Black or African American	22.2
American Indian or Alaska Native	*
Asian	2.4
Filipino	3.4
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	*
White	6.8
Two or More Races	13.2
Socioeconomically Disadvantaged	14.6
English Learners	7.7
Students with Disabilities	10.3
Foster Youth	

Conclusions indicated from this data:

1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,002	2,274	2,424
Total Suspensions	23	26	26
Unduplicated Count of Students Suspended	20	19	20
Suspension rate	1.00%	0.80%	0.80%
Percent of Students Suspended with One Suspension	90.00%	78.90%	85.00%
Percent of Students Suspended with Multiple Suspensions	10.00%	21.10%	15.00%

Conclusions indicated from this data:

1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.00%	0.80%	0.80%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.40%	0.00%	0.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.70%	1.30%	1.20%
Native Hawaiian or Pacific Islander	*	*	*
White	1.20%	1.20%	1.10%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	0.0%	0.0%	2.4%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	*

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,002	2,274	2,424
Total Expulsions	1	2	2
Unduplicated Count of Students Expelled	1	3	2
Expulsion rate	0.05%	0.13%	0.08%

Conclusions indicated from this data:

1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.05%	0.13%	0.08%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.60%
Native Hawaiian or Pacific Islander	*	*	*
White	0.08%	0.21%	0.07%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	0.2	0.0	0.0
Hispanic or Latino of Any Race	0.0	0.0	0.0
Asian, Not Hispanic	0.0	0.0	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.3	0.0	0.0
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Students with Disabilities	1.9	0.0	0.0
Migrant Education			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	67	25	40	22	75	40	0		20	11			0		
10	60		67	40	***	33	0	***		0			0		
11	100	25	***	0	75	***	0			0			0		
12	0		75	0		25	0			0			0		
Total	75	20	55	20	70	36	0	10	9	5			0		

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	69.9%	16.1%	1.3%	12.7%	0.0%	2,576
2016-17	72.70%	15.40%	1.10%	10.80%	0.00%	2,406
2015-16	74.50%	15.50%	0.70%	9.40%	0.00%	2,255

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	17	1	8	8	327	361
2016-17	15	0	7	4	259	285
2015-16	6	0	7	2	212	227

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	11	0	3	2	96	112
10	6	1	2	2	87	98

11	0	0	3	2	88	93
12	0	0	0	2	56	58

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:
1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	21.7%	24.9%	26.2%

Conclusions indicated from this data:
1.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	63.88	23	13.12	*	*	*	53.33	20	26.67	37.5	33.33	29.17
2015-16	69	23	8	*	*	*	65	30	5	52	24	24
2014-15	59	26	15	*	*	*	24	41	35	22	31	47

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	49.75	25.98	24.22	*	*	*	53.33	13.33	33.33	20.83	37.5	41.67
2015-16	53	27	20	*	*	*	50	25	25	24	29	47
2014-15	50	25	25	*	*	*	12	29	59	14	11	75

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	87%	91%	94.2
Number of tests taken	1,955	2,494	2,957
Number of testers	705	958	1050
Average number of tests per student	2.8	2.6	2.82

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	428	297	624	640	628	263	88.55%
2014-15	437	328	611	626	611	299	91.16%
2013-14	475	384	627	647	630	365	95.05%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	428	239	29	29	29	228	95.40%
2014-15	437	265	28	28	28	251	94.72%
2013-14	475	276	28	29	29	272	98.55%

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	88.50%	86.10%	92.30%
Black or African American	100.00%	100.00%	80.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Asian	96.20%	92.20%	97.00%
Filipino	100.00%	100.00%	100.00%
Hispanic or Latino	82.40%	88.00%	78.90%
Native Hawaiian or Pacific Islander	100.00%	0.00%	100.00%
White	86.70%	83.20%	92.70%
Two or More Races	100.00%	100.00%	80.00%
Socioeconomically Disadvantaged	80.00%	80.00%	80.80%
English Learners	*	*	
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	99.3	99.8	
Black or African American	100.0	100.0	
American Indian or Alaska Native			
Asian	100.0	100.0	
Filipino	100.0	100.0	
Hispanic or Latino	100.0	100.0	
Native Hawaiian or Pacific Islander	100.0	100.0	
White	99.4	99.6	
Two or More Races	87.5	100.0	
Socioeconomically Disadvantaged	100.0	100.0	
English Learners	00.0	100.0	
Students with Disabilities	97.7	97.8	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
English Language Arts					
History/Social Science					
Mathematics					

Conclusions indicated from this data:

1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
English Language Arts			
History/Social Science			
Mathematics			

Conclusions indicated from this data:

1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU	Female Enrollment	Male Enrollment	Total Course
---------	----------------	----------------------------------	-------------------	-----------------	--------------

		Entrance Requirements			Enrollment
Arts, Media, and Entertainment	10	5	119	173	292
Building and Construction Trades					
Business and Finance	2	0	30	27	57
Education, Child Development, and Family Services					
Health Science and Medical Technology					
Hospitality, Tourism, and Recreation					
Information and Communication Technologies	7	6	82	171	253
Manufacturing and Product Development	6	6	102	80	182
Marketing, Sales, and Service	3	1	51	35	86
Transportation					

Conclusions indicated from this data:
1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	415	448	292
Building and Construction Trades			
Business and Finance	101	151	57
Education, Child Development, and Family Services			
Health Science and Medical Technology			
Hospitality, Tourism, and Recreation			
Information and Communication Technologies	22	32	253
Manufacturing and Product Development			182
Marketing, Sales, and Service	44	79	86
Transportation			

Conclusions indicated from this data:
1.