

Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Canyon Elementary School
Street	P.O. Box 187, 187 Pinehurst Road
City, State, Zip	Canyon
Phone Number	925-376-4671
Principal	Lucia Sullivan
Email Address	lsullivan@canyon.k12.ca.us
Website	www.canyon.k12.ca.us
County-District-School (CDS) Code	07616716003677

Entity	Contact Information
District Name	Canyon Elementary
Phone Number	(925) 376-4671
Superintendent	Lucia Sullivan
Email Address	lsullivan@canyon.k12.ca.us
Website	www.canyon.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Canyon School's mission is to foster lifelong love of learning integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The School provides a sanctuary for developing the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	9
Grade 1	7
Grade 2	7
Grade 3	9
Grade 4	8
Grade 5	9
Grade 6	7
Grade 7	4
Grade 8	8
Total Enrollment	68

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Asian	3
Hispanic or Latino	9
White	71.6
Two or More Races	14.9
Socioeconomically Disadvantaged	9
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	3	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: November 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0
Mathematics		Yes	0
Science		Yes	0
History-Social Science		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our insurance company inspects our site annually. No repairs are needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 01/29/18

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	67	77	67	76	50	50
Mathematics (grades 3-8 and 11)	65	59	65	58	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	44	97.78	2.22	77.27
Male	25	24	96.00	4.00	87.50
Female	20	20	100.00	0.00	65.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	33	33	100.00	0.00	75.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	44	97.78	2.22	59.09
Male	25	24	96.00	4.00	66.67
Female	20	20	100.00	0.00	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	33	32	96.97	3.03	62.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

CATSS (Canyon Association To Support the School), our parent organization, provides opportunities for school community members to get together socially to share ideas and concerns and to raise funds for the school. New suggestions are always welcome. Traditionally CATSS plans and organizes special events such as the Halloween Carnival and the Annual Auction, which are intended both as community building activities and as fundraisers for field trips and other special activities. CATSS maintains binders containing detailed records of past events and supplies such as signs, props and dishes. CATSS also ensures that there is help and food available at key school events such as school plays, open houses, and graduation. CATSS meets monthly at members' homes, with childcare provided, but participation is welcome even if you cannot attend the meetings. Look for volunteer sign-up sheets in the school foyer. This year's president's are Maggie Harper and Cambria Shaw, the treasurer is Gregory Stukuls and the secretary is Rodrigo Gonzalez.

Canyon Education Foundation is an independent, non-profit organization dedicated to providing long-term support to sustain and enhance the programs of the Canyon Elementary School District. The foundation aims to work closely with the school board and staff and complement the activities of CATSS. The Foundation's current directors are Raphaelle Steinzig, Cassie Hilaski, and Michael Godwin.

Classroom volunteers. Each class has a volunteer room parent, who works closely with the teacher to communicate with parents and coordinate their support for class activities including performances. (All families are asked to help with special activities in their child's class). Other volunteers, supervised by teachers, tutor students and help with in-class activities.

Lunch and playground volunteers distribute lunch cards and provide lunchtime playground supervision. They are invited to eat lunch if they want to. They are responsible for knowing and enforcing the School's behavior guidelines (Be Safe – Be Kind – Do Your Best) as well as specific rules for student behavior at lunch (students should sit while eating, not throw food, use indoor voices and walking feet when indoors, etc.) and on the playground. They should be ready to use conflict resolution procedures in case of disputes between students. Lunch and playground volunteers work under the supervision of School staff.

Snack providers bring healthy mid-morning snacks for children in each classroom. Snacks are not meant to satisfy students' hunger or spoil their appetites for lunch but only to tide them over, so small portions are definitely in order. Snacks may be left in the classrooms at the beginning of the school day; if it is necessary to put them in the refrigerator, be sure that they are labeled and that the teacher knows about them. Appropriate snacks include fruit, vegetables, bread or rice cakes, perhaps accompanied by cheese, peanut butter, or salsa. PLEASE DO NOT BRING SWEETS OR HIGH FAT-CONTENT FOODS! Although children often appreciate them, such snacks can lead to tooth decay, obesity, and other health problems and they may contribute to behavior problems. Schedules for snack volunteers are provided by room parents. Participation is voluntary – all families are asked to participate, but they may tell the room parent that they do not wish to. No child will be denied snack.

Field trip drivers/chaperones are usually recruited from, but not limited to, the parents of the students who are going. Drivers must have submitted required forms to the School office certifying that they have an appropriate level of car insurance, that their cars are in safe condition, and that they have seat belts for all passengers. Car assignments are made by teachers or school staff and should never be changed without their permission, because it is essential to know who is riding with whom. Drivers are provided with emergency information cards for all children in their care. Drivers and other parents who come along also serve as chaperones during the field trip. Chaperones are expected to remain attentive, model appropriate behavior, assist wherever necessary in supervising students' behavior, and follow the instructions of the teacher in charge. They should refrain from buying treats or souvenirs for their own children unless they are prepared to do the same for all students. Each chaperone should continuously monitor the children from their own car group for the duration of the field trip. [Field Trip Driver's Information Forms are included in the summer mailing]

Garden volunteers work with teachers and students in class activities, coordinate with the food services manager to provide produce for lunches, and care for the garden outside school time.

Housekeeping volunteers (including Summer Work Day volunteers) perform tasks such as moving furniture for floor cleaning, cleaning out roof gutters, spreading ground cover in the playground, dusting high shelves, and cleaning windows. Many of the tasks are suitable for children, who can take part under a parent's supervision. This is easy but necessary work, and all families are asked to participate – those who cannot attend organized summer or weekend work days should contact a staff member about completing housekeeping tasks at other times. Special events helpers (many of them for each event) take care of publicizing, setting up, catering, cleaning up, and providing thanks and acknowledgments. CATSS coordinates helpers for all special events.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The District has developed a comprehensive safety plan, which includes procedures for responding to disasters, threats, and ongoing safety concerns. A copy is available for review in the office. In accordance with the safety plan, regular fire drills and inspections are conducted, safety issues are discussed in classes and assemblies, and members of the teaching staff receive training in first aid.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		1		24		1		23		1	
5					25		1		26		1	
Other**	24		1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,571	\$00	\$7,571	\$55,913
District	N/A	N/A	\$7,571	\$68,891
Percent Difference - School Site and District	N/A	N/A	0.0	-20.8
State	N/A	N/A	\$7,506	\$64,941
Percent Difference - School Site and State	N/A	N/A	0.9	-14.9

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

We have 3 staff development days per year. Staff are encouraged to and do attend various workshops and conferences throughout the year.