

Canyon High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Canyon High School
Street	220 S. Imperial Highway
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 532-8000
Principal	Craig Abercrombie
E-mail Address	jabercrombie@orangeusd.org
Web Site	www.canyonhighschool.org
CDS Code	30-66621-3030046

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.org
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Canyon High School is one of four comprehensive high schools in the Orange Unified School District (OUSD). Canyon opened in 1974 and is situated on forty acres in the Northeast Orange County community of Anaheim Hills. Approximately 2,400 students were enrolled in grades nine through twelve for the 2015-2016 school year.

Canyon High School emphasizes a college preparatory program while providing opportunities for a wide variety of learning experiences. The campus includes a technology enhanced library/media center, four specialized computer labs, a state-of-the-art video production lab, a digital animation lab, a college and career center, and comprehensive science facilities. In addition to traditional Honors and Advanced Placement courses, Canyon High School challenges its students with additional unique learning opportunities. Canyon offers the following specialized programs:

- * International Baccalaureate program
- * STEM program
- * Aviation Pathway
- * Arts, Media & Entertainment Pathway
- * Education & Child Development Pathway
- * Health Science Pathway
- * Engineering & Design Pathway
- * Information & Communications Technology Pathway
- * Public Services (Law/Legal) Pathway
- * Career Plus Action Lab

Our Mission:

The mission of Canyon High School is to provide an educational experience, in both academic and character development, that focuses on maximizing learning, developing global awareness and creating life-long learners in a student-centered and rigorous learning environment

Theory of Action:

If teachers utilize effective research-based instructional strategies focused on 21st century learning skills and technology while collecting, analyzing and comparing assessment data collaboratively, then all students will be better equipped to meet the challenges of college and career paths.

Specifically, Our Students Will:

- Use critical thinking skills to succeed in a rigorous curriculum and apply their learning to real world situations.
- Communicate effectively using technological, written and verbal expression.
- Articulate the relevance of classroom instruction by setting, pursuing, adapting and achieving career and personal goals.
- Develop an awareness of opportunities available to them in our changing world.
- Develop collaborative relationships with staff and peers for the purpose of achieving a common goal.
- Maintain academic honesty and integrity, act in a responsible manner and actively contribute to society.

At Canyon High School, 100% of the faculty possess full credentials. Specific goals and objectives in all curricular and extra-curricular areas have been developed by the staff and are incorporated in the school plan. The current Single Plan for Student Achievement is available for review. Content Standards for English-Language Arts, Science, Mathematics, History-Social Science, and Visual and Performing Arts are taught in the appropriate classes.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	586
Grade 10	594
Grade 11	581
Grade 12	584
Total Enrollment	2,345

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	19
Filipino	3.5
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.3
White	51
Two or More Races	2.4
Socioeconomically Disadvantaged	11.7
English Learners	2.3
Students with Disabilities	7.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	95	95	95	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Timeless Voices, Timeless Themes for Grades 9-12 ©2002; Bedford, Freeman & Worth's 50 Essays: A Portable Anthology ©2004 & Pearson's Everyday Use ©2005 for AP English Composition Grade 11; Perrine's Literature: Structure, Sound & Sense 10th Edition ©2009 for AP English Literature Grade 12; Hampton Brown Edge ©2009 for ELD Grades 9-12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001; McDougal Littell Algebra & Trigonometry: Structure & Method Book 2 adopted in 2001; Financial Algebra adopted in 2014; Pre-Calculus Enhanced with Graphing Utilities, 3rd Edition adopted in 2003; Prentice Hall Calculus: Graphical, Numerical, Algebraic adopted in 2009; The Practice of Statistics adopted in 2015. Lial Hornsby Schneider Trigonometry adopted in 2010. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites - Canyon High School is Piloting SpringBoard Mathematics by the College Board: Algebra I, Geometry, & Algebra II.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's Biology, 7th Edition ©2005; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Mosby Anthony's Anatomy & Physiology, 16th Edition ©2007 Glencoe Hole's Essential of Human Anatomy & Physiology ©2006; Cengage Living in the Environment, 15th Edition ©2007. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	McDougal Littell Modern World History adopted 2002; Cengage Western Civilization, A History of European Society adopted 2002; Prentice Hall World Cultures: A Global Mosaic adopted 2001; Prentice Hall World Civilizations: The Global Experience, 3rd Edition adopted 2003; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Glencoe American History: Connecting with the Past 15e adopted 2015; Prentice Hall Macgruder's American Government adopted 2003; McDougal Littell American Government, 10th Edition adopted 2007; Prentice Hall Economics: Principles in Action adopted 2003; Cengage Principles of Economics, 4th Edition adopted 2007; Holt Psychology: Principles in Practice adopted 2003; Myer's Psychology for AP, 1st Edition adopted 2013; Oxford University Press IB Theory of Knowledge adopted 2015. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Glencoe Bon Voyage Levels 1-2 ©2005 & Level 3 ©2008; Glencoe Tresor du Temps ©2005; French Three Years Workbook, 2nd Edition ©2006; Prentice Hall Realidades Levels 1-2 ©2004 & Level 3 ©2008; Glencoe Repaso: A Review Workbook for Grammar ©2004; Pearson Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Glencoe El Espanol Para Nosotros Levels 1-2 ©2006; Cheng & Tsui Integrated Chinese, 3rd Edition, Level 1, Parts 1&2 ©2008; Cheng & Tsui Integrated Chinese, 3rd Edition, Level 2, Parts 1&2 ©2010. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	Cengage Gardner's Art Through The Ages AP® Edition ©2016. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The overall rating of the Canyon High School facilities is good. The campus does show its age; however, our maintenance and custodial crews do an amazing job keeping the facilities in good repair to maximize the effectiveness of the students' learning environment. During the summer of 2016, the restrooms in the gymnasium were remodeled and the staff and visitor parking lot was resurfaced.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/17/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Portables 320 - 324 300 Bldg: Carpet worn and needs replacement in 300 Building
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/17/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100 Bldg and Student Center: Minor cracks on walkway by Rooms 112 & 115

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/17/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	73	79	50	53	44	48
Mathematics	44	50	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	595	580	97.5	78.6
Male	11	299	293	98.0	71.7
Female	11	296	287	97.0	85.7
Black or African American	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	11	106	105	99.1	95.2
Filipino	11	23	22	95.7	86.4
Hispanic or Latino	11	113	110	97.3	59.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	313	304	97.1	78.9
Two or More Races	11	12	12	100.0	91.7
Socioeconomically Disadvantaged	11	53	52	98.1	50.0
English Learners	11	--	--	--	--
Students with Disabilities	11	58	56	96.5	33.9
Foster Youth	11	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	595	579	97.3	49.6
Male	11	299	292	97.7	49.1
Female	11	296	287	97.0	50.0
Black or African American	11	--	--	--	--
Asian	11	106	105	99.1	78.1
Filipino	11	23	22	95.7	50.0
Hispanic or Latino	11	113	110	97.3	33.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	313	303	96.8	45.2
Two or More Races	11	12	12	100.0	75.0
Socioeconomically Disadvantaged	11	53	52	98.1	17.3
English Learners	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	11	58	55	94.8	10.9
Foster Youth	11	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	82	76	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	603	590	97.8	76.1
Male	309	303	98.1	77.6
Female	294	287	97.6	74.6
Black or African American	14	13	92.9	61.5
Asian	124	124	100.0	84.7
Filipino	16	15	93.8	93.3
Hispanic or Latino	112	108	96.4	59.3
White	308	303	98.4	77.2
Two or More Races	15	15	100.0	93.3
Socioeconomically Disadvantaged	79	77	97.5	63.6
English Learners	16	16	100.0	18.8
Students with Disabilities	54	53	98.2	45.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

Canyon High School believes that all students need to be prepared for college and their impending career. Due to that belief, it is our obligation is to provide students with industry-grade experiences that will prepare them to make an intelligent and informed choice for their future. Three year Career Pathways have been developed that commence in the Sophomore year, and allow students to develop skills in their area of interest. A presentation is made at the end of the Freshman year that provides students and parents with information about the choices available at Canyon High School.

CTE Courses at Canyon High School include courses in the following industry sectors:

- * Health Science
- * Arts, Media & Entertainment
- * Education & Child Development
- * Information & Communications Technology
- * Aviation
- * Public Services (Law, Legal)
- * Engineering

All of these courses are in the Pathways program, and this format integrates them with the regular instructional program. The Career Pathways program encourages students to select an area of interest, and in doing so students take courses in their area of interest which makes them more engaged in school.

Canyon has a Pathways coordinator that supports teachers and counselors in developing the pathways program and identifying students' interests.

The measurable outcome is the number of students who continue their education after high school.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	920
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.89
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	57.3

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.7	18.9	66.3

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

PTSA
The PTSA at Canyon High School is active in supporting school-wide goals. In addition to providing financial contributions, the PTSA publishes a parent e-newsletter, supports a comprehensive drug awareness program, provides motivational speakers, and allocates resources for student recognition programs such as Canyon Senior Laureates Awards, Top of the Tribe Awards, Presidential Awards, and Student of the Month Awards. Countless hours are dedicated by Canyon's PTSA to facilitate Campus Pride Day, a volunteer school renovation and cleanup project. The PTSA collects and monitors a list of parent volunteers, and works to ensure that all who wish to help are included. These parents contribute tremendous quantities of time, talent, and resources to provide memorable high school experiences for our students.

Booster Clubs

Canyon High School is fortunate to have a number of active booster clubs that support extracurricular student activities. These booster clubs provide an invaluable service to our students, and athletes, in a variety of ways.

CHS Foundation

The Canyon High School Foundation provides services to all programs through fundraising efforts to enhance the programs and augment the general cost of operations. In addition, this foundation sponsors an annual Hall of Fame Gala, which honors Canyon Alumni with a nomination to be included into the Canyon Hall of Fame.

School Messenger is used to communicate with parents regarding school activities and events. In addition, up-to-date information regarding school news, activities and events can be found on the Canyon High School website. www.canyonhighschool.org

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.20	1.30	2.60	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	98.47	97.32	96.90	93.92	92.71	93.60	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	90	86
Black or African American	100	85	78
American Indian or Alaska Native	100	70	78
Asian	98	94	93
Filipino	100	98	93
Hispanic or Latino	100	89	83
Native Hawaiian/Pacific Islander	100	85	85
White	97	91	91
Two or More Races	93	92	89
Socioeconomically Disadvantaged	100	62	66
English Learners	30	50	54
Students with Disabilities	45	59	78

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.2	1.3	1.5	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district’s schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Providing a safe environment for our students is of the utmost concern. In compliance with SB187, the Safety Committee has prepared a Safe School Plan, which is (on file) in the school office and is available for perusal upon request. The Safe School Plan is developed by the administration and the staff and reviewed by the School Site Council on an annual basis. The Canyon High School Safe School Action Plan includes the following goals: All students and staff members are provided a safe teaching and learning environment. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities. District programs and approved community resources are made available to students and parents. Canyon High School provides an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted throughout the year. All schools in the district are linked through an emergency radio contact system and district radio drills are held periodically to be prepared in case of an actual disaster.

The Canyon Safe School Plan is continually revised to meet the needs of the school.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	42	6	44	27	30	10	49	27	30	10	49
Mathematics	30	17	18	36	31	15	12	42	31	15	12	42
Science	36	6	7	45	35	6	8	46	35	6	8	46
Social Science	32	13	10	41	31	11	12	39	31	11	12	39

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	480
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3931.65	14.38	3917.27	60719.95
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	0.6	-26.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.8	-25.8

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

Types of Services Funded (Fiscal Year 2015-16)

Canyon High School provides services to all students, including G.A.T.E. identified, special education (both resource specialist program and special day students), Advanced Placement, International Baccalaureate, and English Learners receive support in ELD classes, and essential courses in both English and Mathematics. LCFF and Lottery categorical funds are provided to CHS to utilize towards providing programs and materials to help meet school goals.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	11	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	7	N/A
Social Science	16	N/A
All courses	44	1.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Staff development opportunities are provided through teacher-to-teacher mentoring programs such as CTIP (California Teacher Induction Program) and PAR (Peer Assessment and Review), staff meetings, conferences, and school-based in-service meetings. CTIP, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need. Administration collaborates with the management team and the ILT to plan and implement appropriate and relevant professional development activities.

The school schedule for 2016-2017 provides one hour per week of staff development during late start Wednesdays. These days are used for staff meetings, department meetings, course-a-like PLCs, and Department Projects working on assessment.

Efforts to improve curriculum and alignments to the standards are ongoing. To ensure continued development of professional skills, all faculty members engage in a variety of professional growth activities. These activities include the Late Start days, district department articulation programs, and a variety of off-campus seminars, workshops, and conferences.

In addition, staff development has been planned for increasing the capacity of teachers to become self-managing work groups by department through the training of key leaders in the Adaptive Schools improvement process, and the groundwork was laid for teachers to work in PLC (Professional Learning Communities).