

Canyon Hills 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 Hills School
Street	260 South Imperial Hwy.
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6171
Principal	Janel Carpenter
E-mail Address	jcarpenter@orangeusd.org
Web Site	
CDS Code	30-66621-6029920

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

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

Canyon Hills School is a special education campus for students with moderate to severe disabilities. We are located on Imperial Highway next to Canyon High School in the Anaheim Hills area. Approximately 65 students are at this site and our students range in age from 5 to 22 years old. Students are assigned to this school through the special education process. Our students come to us from all areas of the school district. We have 7 classroom teachers and a building principal at this site. All classrooms have the support of Instructional Assistants. Our support services include a Health Clerk, a School Nurse, an Office Manager, a School Psychologist, an Adapted P.E. teacher, a Speech and Language Pathologist, an Occupational Therapist, a Physical Therapist, and a full time custodial staff.

The school staff strives to educate and develop each individual to his or her fullest potential within the home, school, workplace and community setting. The staff encourages our students to have a positive attitude toward one's self and life with an acceptance of each individual and his or her differences.

We began implementation of the TEACCH program (Treatment and Education of Autistic and related Communication Handicapped Children) during the school year of 2005-2006. The TEACCH approach emphasizes appreciating and using the strengths and interests of all of our students through structured teaching.

We have many overlapping goals for our students at Canyon Hills.

1. Improve the ability to communicate. Nearly all students at Canyon Hills have an IEP goal regarding communication. Although we create individualized goals for every Canyon Hills student, the most important instructional pillar for most our students is to help students effectively communicate their wants, needs, and desires (including those things that they wish to avoid). The use of the Picture Exchange Communication System (PECS) and other visual supports, the use of verbal and physical prompts, the use of oral communication, the use of sign language, the use of eye contact and body movements, and the use of simple communication devices (e.g., communication boards) are all discussed at IEP meetings and in staff development during the school year.

2. Encourage Communicative Intent. Related to the goal described above, our students need to initiate communication with others. Students who initiate communication feel a greater degree of mastery and control over their environment. Students who initiate communication also develop a greater degree of personal satisfaction and contentment. Although it is important that our students respond appropriately to the direction of authority (e.g., teachers, aides, parents, police, etc.), it is equally important to encourage students to ask for help, make simple decisions, take initiative, and communicate their desires. At Canyon Hills School we do not simply move students towards greater and greater degrees of compliance but we also work towards greater and greater degrees of autonomy. We recognize that following directions and routines is critical for safety of all, and is important for community acceptance, but it is also important that our students become as independent as possible as they grow older . . . and initiating communication is central to this goal.

3. Improve Personal / Domestic / and Vocational Skills

Students at Canyon Hills have deficits in bathroom skills, domestic skills, dressing, eating, hygiene, kitchen, safety/community skills, and vocational skills including task completion and attentiveness. For many students, the degree to which they master these skills is the degree to which they become independent.

4. Increase skills to use technology. Most of our students will benefit from the use of technology during their lifetimes. We are, therefore, committed to develop their technology skills. These skills may be as simple as using electronic switches to help them learn "cause and effect" or they may be using computer software for entertainment and recreation, or for using the internet, or using household electronics (e.g., remote controls, telephones, microwave ovens, dish washers, etc.), or learning to operate simple machines (e.g., kitchen appliances, copy machines, electronic shredders, etc.)

5. Generalize skills beyond Canyon Hills. We integrate functional skills within all aspects of the students' week. (i.e., we practice skills in the community away from Canyon Hills School). IEP goals are addressed in isolation whenever needed but they are more heavily emphasized in the context of the broader community. Students may begin learning new skills in isolation but the skills must be practiced in the community and in the home. The community based instruction (CBI's) therefore, is an essential component for all students at Canyon Hills.

6. Physical Coordination and Development: Some of our students have great difficulty moving and controlling their bodies. This might be due to neurological limitations including paralysis, cerebral palsy, etc. Some students at Canyon Hills are relatively limited in their movements due to severe visual impairments or blindness. They may face challenges that include walking more than a few steps, moving their wheel chair, or learning how to move around environments without vision. Other students may face challenges with controlling their upper body or hands / arms which impacts their ability to grasp, draw, or manipulate objects. Yet other students at Canyon Hills may have great difficulty with bowel and bladder control. For many of these students, control over these basic life functions (walking, toileting, grasping, etc.) will be the most important skills they develop and will allow them to live more independently. This is why our most important goals, for some of our students, are focused on body control of movement, walking, toileting, and grasping. Finally, physical activity often allows students to engage in social games and recreation – an important element for many throughout their lifetimes.

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

Grade Level	Number of Students
Grade 1	5
Grade 2	5
Grade 3	4
Grade 4	3
Grade 5	6
Grade 6	6
Grade 7	6
Grade 8	2
Grade 9	8
Grade 10	1
Grade 11	8
Grade 12	6
Total Enrollment	60

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Asian	8.3
Filipino	5
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	3.3
White	25
Two or More Races	1.7
Socioeconomically Disadvantaged	51.7
English Learners	30
Students with Disabilities	96.7
Foster Youth	0

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	10	11	6	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	1

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		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Mathematics	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
History-Social Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Foreign Language	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Health	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Visual and Performing Arts	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Science Laboratory Equipment (grades 9-12)	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

narrative of reading the FIT report

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: 07/16/2015				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/16/2015				
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			50	53	44	48
Mathematics			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	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
Asian	6	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	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	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Black or African American	3	--	--	--	--
Asian	6	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	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)	--	--	--	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				

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)

At Canyon Hills, functional life skills are critical components of the school day. Community Based Instruction (CBI's) take place as often as appropriate. On the CBI's, students are able to practice skills in real time while out in the community. They make their orders at fast food restaurants, they learn how to take public transportation, they make purchases for items at the grocery store, and they practice skills such as waiting in a line, initiating and responding to greetings, making choices, following common safety signs, and manners while out in the public eye. In addition to these Community Outings, our school site has a Skills Lab in which classes can participate in daily to learn and practice these skills. Each student over age 16 has an Individualized Transition Plan as part of the IEP, developed for their post-secondary transition.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

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

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)

At Canyon Hills we encourage parent participation through the Canyon Hills Parent Association and our School Site Council. Collaboration between home and school is essential as we develop programs to meet our students needs. At Canyon Hills we have community dinners, dances, fundraisers, parent meetings, field trips and Red Ribbon Week activities. Students participate in various local community activities through community-based instruction.

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	0.00	0.00	0.00	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	.00	.00	.00	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

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	0.6	0.0	0.0	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.

A comprehensive disaster plan is in effect and reviewed on an annual basis with staff. The key elements of this plan include providing adequate supervision for our students at all times in all locations of the school, and to maintain a reduced number of physical restraints and physical holds to our students. Fire drills are conducted monthly and earthquake drills are conducted annually. 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. Providing a safe environment for our students is a priority for all Canyon Hills staff.

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 (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	6	1			23		1		23		1	
3					8	1			8	1		
5	6	1										
6					6	2			6	2		
Other	9	2			8	1			8	1		

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

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												
Mathematics												
Science												
Social Science												

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.8	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	20194.92	209.41	19985.5	62060.31
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	420.5	9.4
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	273.7	10.6

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

Types of Services Funded (Fiscal Year 2015-16)

Canyon Hills School receives funding from the General Fund, Special Education Department, LCFF.

These funds are used for a variety of materials. Recently, the focus has been on providing supplemental technology and communication materials which can meet the language development needs of our students with special needs. These materials include the purchase of electronic switches, cause and effect toys, computer hardware, and game-like software which is designed to enhance communicative intent.

Additionally, funds are used to provide substantial manipulatives for each classroom to reinforce basic developmental concepts. These include materials to teach one-to-one correspondence, basic numerical concepts, basic spatial concepts, the use of dollar-up strategies, and tools and manipulatives to support sensory regulation while participating in instructional sessions.

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		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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)

Teachers and Instructional Assistants have the opportunity to attend conferences, workshops, visitations to other sites, and school based in-service days. We regularly take part in training opportunities offered by the Orange County Department of Education. In addition, staff is encouraged to participate in webinar trainings offered by OUSD and they work in their professional learning communities to talk about curriculum, data, and collaboration.