

Canyon Rim Elementary 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 Rim Elementary School |
| Street | 1090 The Highlands Drive |
| City, State, Zip | Anaheim, CA 92808 |
| Phone Number | (714) 532-7027 |
| Principal | Erika A. Krohn |
| E-mail Address | ekrohn@orangeusd.org |
| Web Site | |
| CDS Code | 30-66621-6114565 |

| District Contact Information | |
|------------------------------|------------------------------------|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Michael L. 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)

SCHOOL PROFILE

Home of the Roadrunners, Canyon Rim is situated in a quiet, residential neighborhood adjacent to a park in Anaheim Hills, California. It is one of 27 elementary schools in the Orange Unified School District. The 16 year-old school serves approximately 700 students in transitional kinder and kindergarten through sixth grade. The school facility is well maintained, with 28 classrooms allocated for general education classes, behavioral special day classes, a speech pathologist teacher and a resource specialist class. 10 of the 28 classrooms are portable classrooms that accommodate the increasing enrollment. Each set of four classrooms in the main buildings has a central pod area, used for individual remedial teaching, assessment testing, etc. The administration building houses the administrative offices, staff lounge, workrooms, the technology lab and library. There is a large multi-purpose room, complete with a modern sound and video system to support the community participation in programs and performances. The fence and walkways represent the canyon area that surrounds us.

The diverse student body at Canyon Rim represents many cultural and ethnic backgrounds, as well as an array of ability levels, ranging from behaviorally handicapped to intellectually gifted. The contributions, achievements, and progress of all students are valued and celebrated.

Over the past years, we have embraced a strategic framework for whole school improvement. It is student intervention with strategies that are supporting all students with all needs. We continue to use data and the analyzing of data to improve student achievement and teacher instructional practices. This process is a structured time to collaborate and review student achievement toward standards and instructional programs. The Canyon Rim staff and parents use student assessment information to:

- 1) Deepen the school wide instructional focus. As a result of analyzing SBAC and district assessment data, Canyon Rim has identified Listening, Problem Solving and Modeling, and Communicating Reasoning as areas of need and the instructional focus is evidenced in classroom practices, student performance and use of resources.
- 2) Develop professional collaboration teams to improve teaching and learning. The Instructional Leadership Team meets regularly and provides school-wide leadership around the instructional focus. It includes grade level representatives and the principal. Teacher teams meet at least weekly to discuss and compare student work and data for the purpose of ensuring student mastery. Students who do not respond to instruction and/or intervention receive more intensive support through our Multi-Tiered System of Support (MTSS) and Collaborative Academic Support Team (CAST.)
- 3) Learn and use effective research-based teaching practices and engagement strategies to support Common Core State Standards and student learning.
- 4) Implement a targeted professional development plan that builds expertise in selected best practices. Data is used in planning professional development. The school's professional development supports the focus on literacy by building teacher expertise and promoting high expectations for all students. As expertise is developed, teachers are held increasingly accountable for implementation of the strategies.
- 5) Re-align resources to support the instructional focus. A review of the School Plan shows allocation of resources in support of the school's instructional focus and needs including the new Common Core State Standards.
- 6) Engage families and the community in supporting the instructional focus. Families know, understand and support the chosen instructional focus through home practices and work in school. There is equity and access for all families and community members to the school decision-making process and resources through PTA, School Site Council, ELAC, Family Nights and the Principal's Chats (informal communication meetings).
- 7) Monitor internal accountability designed out of student learning goals that promote measurable gains in learning for every student. SMARTe goals have been established from the state standardized testing, district and school assessments. The staff meets regularly to review student performance data. Baseline data is collected on student performance at the beginning of each school year and staff continuously monitor the progress of all students. Instruction is responsive to what is learned through data collection and analysis.

8) Identify the Principal as an instructional leader. The Principal is working toward the goal of spending at least 50% of the instructional day in classrooms observing, demonstrating, modeling and supporting effective instructional practices. This time includes time spent meeting with teacher teams to review student work and data, attending and delivering professional development and providing follow-up coaching.

9) Work with District Office for support. The school is collaborating with the district for continued support in providing leadership, coaching, supervision and creative problem solving to ensure our school demonstrates growth in student achievement.

Canyon Rim is committed to providing a success-oriented and safe learning environment for all students. The teaching staff encourage parents to become involved and familiar with their children's school. We encourage parents to support our school goals and their children's individual academic goals. We provide home-school communication via Commissioner's Corner, newsletters, automated Messenger (phone messages), Haiku teacher/parent/student information, emails, weekly communication folders, and parent meetings.

At-Risk Students

Canyon Rim offers a Multi-Tier System of Supports. Students who need additional support to reach grade level standards are identified to receive small group targeted instruction during the school day and possibly after school.

English Learners

English learners receive specialized instruction to improve fluency and literacy in English. The English Learner program assists students in the acquisition of English for language proficiency, achievement in the core academic subjects and in meeting the state content standards. Vocabulary instruction for English Learner students occurs through separate and explicit English Language Development lessons using the district-adopted Avenues and Hands on English/Vocabulary Basics curriculum, and is integrated within whole-group lessons throughout the day using SDAIE (Specially Designed Academic Instruction in English) strategies.

Special Education Students

Services for special education students include a wide continuum of options, such as a resource specialist program, speech/language services, special day classes for behavior, and occupational therapy. SPOT ON (Supporting Positive On-going Transition, Organization and Networking) and special need students with Individual Education Plans (IEPs) experience highly trained-teachers and instructional assistants who deliver the core curriculum to the greatest extent possible. Students also have frequent opportunities for mainstreaming into regular education classrooms.

Parent Involvement

Many opportunities are available for parents to be involved in their children's education. Parents participate by attending Back-to-School Night, Open House, and parent-teacher conferences as well as school-planned social events and family nights. Parents are encouraged to get involved in school leadership groups such as PTA, School Site Council, and ELAC. Our PTA and library media technician are able to provide additional ideas for parent involvement/volunteer opportunities. Teachers encourage parents to volunteer on a daily basis in the classroom supporting the needs of the students, teacher, and school.

MISSION STATEMENT

Our mission is to provide a safe and nurturing environment that supports all students' unique learning styles, empowers them to achieve academic success and encourages them to become life-long learners and productive members of society competing in the global economy. Our goal is to prepare students for the 21st Century global economy and to be college and career ready.

VISION

At Canyon Rim Elementary School we believe in children. They are the hope of the future; the foundations of tomorrow. Our job is to assist in the building of this foundation through developing the unique qualities of each child. We instill in them a love of learning, a sense of pride, responsibility, academic achievement and cultural awareness for their role in this ever-changing world. This is accomplished through the cooperative efforts of the students, staff, parents and community.

In order to achieve this educational vision:

- There will be high academic standards and expectations for all students
- Students will acquire skills and attitudes which will support lifelong learning
- Students are encouraged to be explorers and problem solvers through cooperative learning experiences, technological resources, manipulative materials and scientific experiments
- Students leave our school with a positive attitude, independence, self-motivation, responsibility and an acceptance of others which enables them to become productive members of society
- Educators teach to a variety of learning modalities and empower students to make wise decisions
- Teachers work to balance curriculum that inspires hands-on/minds-on learning

- Educators are role models for lifelong learning and act as facilitators for student success
- Parental involvement is encouraged in order to make each child’s education more valuable

THEORY OF ACTION

If we commit to questions, responses, and reflection that promote critical thinking, then students will be prepared for the rigor of college and career.

California Standard for Teaching Profession Focus:

1.5-Promoting critical thinking through inquiry, problem solving and reflection.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 120 |
| Grade 1 | 100 |
| Grade 2 | 92 |
| Grade 3 | 83 |
| Grade 4 | 99 |
| Grade 5 | 92 |
| Grade 6 | 98 |
| Total Enrollment | 684 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 1.2 |
| American Indian or Alaska Native | 0.1 |
| Asian | 13.5 |
| Filipino | 3.8 |
| Hispanic or Latino | 18.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 56.7 |
| Two or More Races | 4.8 |
| Socioeconomically Disadvantaged | 8.2 |
| English Learners | 9.6 |
| Students with Disabilities | 8.9 |
| 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 | 28 | 28 | 28 | 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 | Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Mathematics | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Science | Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| History-Social Science | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Foreign Language | N/A | Yes | N/A |
| Health | Too Good For Drugs Program adopted in 2008 Grades 3-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Visual and Performing Arts | N/A | Yes | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | Yes | N/A |

School Facility Conditions and Planned Improvements (Most Recent Year)

School facilities are inspected monthly by custodian and signed off by principal. Work orders are placed to repair unsafe conditions.

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 | | Rooms 11 to 18: 4: Crack on interior wall in Teachers' Work Room |
| 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: 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 | 66 | 64 | 50 | 53 | 44 | 48 |
| Mathematics | 62 | 57 | 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 | 85 | 80 | 94.1 | 61.3 |
| | 4 | 105 | 102 | 97.1 | 61.8 |
| | 5 | 96 | 94 | 97.9 | 63.8 |
| | 6 | 102 | 100 | 98.0 | 70.0 |
| Male | 3 | 39 | 35 | 89.7 | 45.7 |
| | 4 | 61 | 59 | 96.7 | 57.6 |
| | 5 | 49 | 47 | 95.9 | 44.7 |
| | 6 | 50 | 48 | 96.0 | 62.5 |
| Female | 3 | 46 | 45 | 97.8 | 73.3 |
| | 4 | 44 | 43 | 97.7 | 67.4 |
| | 5 | 47 | 47 | 100.0 | 83.0 |
| | 6 | 52 | 52 | 100.0 | 76.9 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 14 | 14 | 100.0 | 71.4 |
| | 4 | 19 | 19 | 100.0 | 52.6 |
| | 5 | 17 | 16 | 94.1 | 62.5 |
| | 6 | 11 | 11 | 100.0 | 90.9 |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 18 | 18 | 100.0 | 44.4 |
| | 4 | 20 | 19 | 95.0 | 68.4 |
| | 5 | 13 | 13 | 100.0 | 61.5 |
| | 6 | 22 | 22 | 100.0 | 40.9 |
| Native Hawaiian or Pacific Islander | 5 | -- | -- | -- | -- |
| White | 3 | 45 | 40 | 88.9 | 60.0 |
| | 4 | 61 | 59 | 96.7 | 62.7 |
| | 5 | 56 | 55 | 98.2 | 61.8 |
| | 6 | 63 | 61 | 96.8 | 75.4 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 11 | 11 | 100.0 | 9.1 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 15.4 |
| | 5 | 13 | 13 | 100.0 | 30.8 |
| | 6 | 13 | 12 | 92.3 | 25.0 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

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 | 85 | 80 | 94.1 | 73.8 |
| | 4 | 105 | 102 | 97.1 | 55.9 |
| | 5 | 96 | 94 | 97.9 | 51.1 |
| | 6 | 102 | 100 | 98.0 | 50.0 |
| Male | 3 | 39 | 35 | 89.7 | 68.6 |
| | 4 | 61 | 59 | 96.7 | 50.9 |
| | 5 | 49 | 47 | 95.9 | 46.8 |
| | 6 | 50 | 48 | 96.0 | 52.1 |
| Female | 3 | 46 | 45 | 97.8 | 77.8 |
| | 4 | 44 | 43 | 97.7 | 62.8 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 5 | 47 | 47 | 100.0 | 55.3 |
| | 6 | 52 | 52 | 100.0 | 48.1 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 14 | 14 | 100.0 | 92.9 |
| | 4 | 19 | 19 | 100.0 | 84.2 |
| | 5 | 17 | 16 | 94.1 | 56.3 |
| | 6 | 11 | 11 | 100.0 | 63.6 |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 18 | 18 | 100.0 | 66.7 |
| | 4 | 20 | 19 | 95.0 | 57.9 |
| | 5 | 13 | 13 | 100.0 | 38.5 |
| | 6 | 22 | 22 | 100.0 | 40.9 |
| Native Hawaiian or Pacific Islander | 5 | -- | -- | -- | -- |
| White | 3 | 45 | 40 | 88.9 | 67.5 |
| | 4 | 61 | 59 | 96.7 | 45.8 |
| | 5 | 56 | 55 | 98.2 | 50.9 |
| | 6 | 63 | 61 | 96.8 | 50.8 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 11 | 11 | 100.0 | 18.2 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 7.7 |
| | 5 | 13 | 13 | 100.0 | 23.1 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 6 | 13 | 12 | 92.3 | 16.7 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

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) | 84 | 82 | 67 | 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 | 97 | 94 | 96.9 | 67.0 |
| Male | 49 | 47 | 95.9 | 59.6 |
| Female | 48 | 47 | 97.9 | 74.5 |
| Asian | 17 | 16 | 94.1 | 68.8 |
| Hispanic or Latino | 14 | 13 | 92.9 | 76.9 |
| White | 56 | 55 | 98.2 | 63.6 |
| Students with Disabilities | 13 | 13 | 100.0 | 38.5 |

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.

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 |
| 5 | 19.4 | 37.6 | 24.7 |

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)

Parent Involvement

Many opportunities are available for parents to be involved in their children's education. Parents participate by attending Back-to-School Night, Open House, and parent-teacher conferences as well as school-planned social events and family nights. Parents are encouraged to get involved in school leadership groups such as PTA, School Site Council, and ELAC. Our PTA and library media technician are able to provide additional ideas for parent involvement/volunteer opportunities. Teachers encourage parents to volunteer on a daily basis in the classroom supporting the needs of the students, teacher and school.

Canyon Rim Elementary School has exceptional parent participation at many different levels. The Canyon Rim PTA offers varied educational enhancements, not only through funding, but also by being actively involved on all levels. The PTA supports the instructional program by providing funding and/or volunteers for various instructional support programs. This year the PTA donated funding for supplemental classroom materials and curricular enrichment programs such as Art Masters, K-4 music, field trips and technology. PTA also provided dedicated volunteers for in the classroom reading reinforcement, "Reflections" art contest program, "I Know My States" geography competition, Class Act Music Program, in addition to a myriad of classroom volunteers. The PTA also provides social opportunities for students and their parents such as a Trunk or Treat, Family Fun Nights, and class parties throughout the year.

Daily classroom activities and a wealth of student performances beckon parents to become involved. Parents participate in PTA parent forums and the Principal's communication cards where they can voice concerns and give input to current events happening at the school. Student performances across the curriculum bring parents to Canyon Rim daily.

The Canyon Rim School Site Council, composed of staff and parents, reviews the instructional program and approves additional State funding for staff development, supplemental educational materials and instructional assistants. The School Site Council meets 5-6 times yearly and invites all interested parents to attend its meetings. Parental involvement is an essential part in helping to educate our children at Canyon Rim.

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 | 1.6 | 1.5 | 1.3 | 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 fire and/or earthquake drills are conducted monthly. 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 of paramount concern at Canyon Rim. Canyon Rim has a Site Safety Plan monitored by the School Site Council. The plan is reviewed with the faculty each fall and periodically during the year as we implement our plan. Our School Safety Plan was updated and reviewed in February 2017.

Our safety and behavior goals for the 2016-2017 school year will include promoting character education through the Big R characteristics (Respectful, Responsible and Ready to Learn) emphasized by the classroom teacher and school-wide. Peaceful Playground activities/games with student rules are implemented on the playground for all students. Big R tickets are given to classrooms showing good characteristics and behavior.

Canyon Rim notifies parents early of approved calendar for the next school year. We send letters home to parents of students with attendance/tardy or truancy concerns.

School-wide, classroom and bus rules are reinforced throughout the school by teachers, the principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Bus, bike and walking safety procedures are addressed in age appropriate class discussions and assemblies. School rules and guidelines are reviewed each trimester by the Principal at a Standards Assembly for all students. Parents are informed immediately, through a strong home-school communication system if their child is involved in any inappropriate or dangerous behavior. Conscientious behavior is reinforced through our positive reinforcement system.

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 | 31 | | 4 | | 31 | | 3 | 1 | 31 | | 3 | 1 |
| 1 | 32 | | 2 | | 30 | | 3 | | 30 | | 3 | |
| 2 | 30 | | 4 | | 31 | | 2 | | 31 | | 2 | |
| 3 | 26 | 1 | 1 | 2 | 24 | 1 | 4 | | 24 | 1 | 4 | |
| 4 | 31 | | 3 | | 29 | | 3 | | 29 | | 3 | |
| 5 | 34 | | | 3 | 30 | | 3 | | 30 | | 3 | |
| 6 | 27 | 1 | | 3 | 23 | 2 | | 3 | 23 | 2 | | 3 |
| Other | 7 | 1 | | | | | | | | | | |

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

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) | .2 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .6 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | .5 | 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 | 4041.93 | 14.21 | 4027.72 | 63739.58 |
| District | N/A | N/A | \$3,840 | \$78,819 |
| Percent Difference: School Site and District | N/A | N/A | 2.0 | -16.7 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -26.7 | -15.8 |

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

Types of Services Funded (Fiscal Year 2015-16)

The Canyon Rim Parent Teacher Association helps provide several outstanding supplemental programs to our students such as Art Masters, Imagination Machine, Discovery Science Center, Social Studies Walk-Through, Traveling Scientist, Pretend City on Wheels and California Explorer. In addition, students enjoy standards related field trips and educational and cultural programs.

LCFF and donation funds provided Canyon Rim an Instructional English Learner Intervention Teacher that assisted targeted students in small group English Learner (ELD groups), reading and math ExCEL groups. EXCEL Blended Model supports small group instruction (challenge/enrich, benchmark, strategic, intervention) at ability levels so intervention groups can address the standards and English learner needs including ELD standards.

Native American funds are available to provide academic assistance to qualifying students for instructional support and after school interventions.

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/>.

Professional Development (Most Recent Three Years)

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as BTSA (Beginning Teacher Support and Assessment) and PAR (Peer Assessment and Review), staff development meetings, conferences and school-based in-service meetings. TIP (Teacher Innovator Program), BTSA, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

A comprehensive, standards-based professional development program is essential in achieving a balanced curriculum to meet the needs of our students. Each year, the staff identifies the areas of focus for staff development based on the analysis of standardized test scores and student work. Data guides the staff in selecting in-services to promote research-based best practices.

Canyon Rim staff uses the Modified Wednesdays as planning days to: expand our repertoire of strategies for implementing RtI (Response to Instruction and Intervention), application of Thinking Maps and Write From the Beginning and Beyond, EnVision math and Mathematical Practices, incorporating technology in the classroom, differentiating instruction to meet the needs of all students, review and analyze data and develop a plan to address the areas of need (individual, class, grade level, and school) including English Learners.

The 2016-2017 goals will be focused on implementing Write From the Beginning and Beyond, Next Generation Science Standards, continuing to focus on incorporating technology in the classroom, and implementing the 5 C's (communication, collaboration, critical thinking, creativity, and character) across content areas.