Canyon High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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
Email Address	jabercrombie@orangeusd.org
School Website	canyonhighschool.org
County-District-School (CDS) Code	30-66621-3030046

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2021-22 School Overview

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 2,200 students were enrolled in grades nine through twelve for the 2021-2022 school year.

Canyon High School emphasizes a college preparatory program while providing opportunities for a wide variety of learning experiences. The campus includes a band new medical lab, technology enhanced library/media center, four specialized computer labs, a state-of-the-art video production lab, a digital animation lab, a Paxton Patterson STEM 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

Our Mission:

Canyon High School provides a rigorous and diverse educational experience that maximizes learning, develops global awareness and creates life-long learners in a student-centered learning environment.

Our Vision:

Empowering students to maximize their potential

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. Content Standards for English-Language Arts, Science, Mathematics, History-Social Science, and Visual and Performing Arts are taught in the appropriate classes.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	550
Grade 10	538
Grade 11	546
Grade 12	543
Total Enrollment	2,177

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.4
Asian	19.9
Black or African American	2
Filipino	2.9
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.5
White	48
English Learners	1.6
Foster Youth	0.2
Homeless	0.1
Socioeconomically Disadvantaged	16.1
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 September 30, 2021.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Pearson Integrated Mathematics I, II & III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; Savvas California Experience Chemistry ©2021; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. All selected are standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y	Yes	0%

	lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018. All selected are standards-based materials adopted by the local governing board.		
Health	APEX Extended Health ©2016. Materials are 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. Materials are standards-based materials adopted by the local governing board.	Yes	0%
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.	Yes	0%

School Facility Conditions and Planned Improvements

The overall rating of the Canyon High School facilities is "good". The campus does show its age; however, our maintenance and custodial crews work tirelessly keeping the facilities in good repair to maximize the effectiveness of the students' learning environment. Work orders have been created/addressed for all items noted as fair/poor and all specific repairs identified on the report with our custodial staff and/or district maintenance department. The OUSD Maintenance Department responds to work orders and emergency repairs. Construction projects and ongoing deferred maintenance projects from the district make have made marked improvements across campus that benefit our students and staff.

Year and month of the most recent FIT report	10/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library area: Stained ceiling tiles MPR: 1 wall unfinished and not painted Room 304: Carpet old and stained / Stained ceiling tiles Room 306: carpet old and stained bad Room 308: carpet old / stained ceiling tiles Room 309: stained ceiling tiles Room 310: stained ceiling tiles Room 311: carpet old / stained ceiling tiles Room 312: carpet old / stained ceiling tiles Room 313: stained ceiling tiles / cabinet peeling Room 410: carpet worn /old Room 501: Wall paper coming off / old carpet / Holes in ceiling tiles Room 502B: Worn/Old carpet seams splitting Room 503: Ceiling tiles stained / Old/worn carpet Room 504: Carpet old and splitting at seams Room 505B: Carpet old and splitting at seams Room 506: Stained ceiling tiles / Carpet old Room 507: Stained ceiling tiles / carpet old and worn Room 509: Carpet splitting at seams/old Room 510: Stained ceiling tiles / Old carpet

School Facility Conditions and Planned Improvements

			Room 511: Stained ceiling tiles / carpet old and worn Room 514: Ceiling tiles stained / Carpet old Room 516: Stained ceiling tiles / Carpet old Room 517: Stained ceiling tiles / Carpet old, worn Room 521: Stained ceiling tiles / old carpet Room 522: Stained ceiling tiles / carpet tearing at seams Room 523: Stained ceiling tiles / floor cracked om stage Room 733: Ceiling tiles damaged/falling Room 737: Carpet old and worn / ceiling tile stained Room 740: Carpet old and started to split Room 750: 2 lights out / ceiling tiles stained / carpet old and worn Room 752: Carpet very old and worn Teacher's Lounge: Carpet worn / Ceiling tile stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Room 405: 10 lights out / faucet not working / stained ceiling tiles
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Room 405: 10 lights out / faucet not working / stained ceiling tiles Room 406: 3 faucets not working
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 513: Door coming apart

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	511	93.42	6.58	66.54
Female	271	258	95.2	4.8	70.16
Male	276	253	91.67	8.33	62.85
American Indian or Alaska Native	--	--	--	--	--
Asian	100	99	99	1	84.85
Black or African American	--	--	--	--	--
Filipino	14	14	100	0	85.71
Hispanic or Latino	112	102	91.07	8.93	51.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	31	93.94	6.06	61.29
White	274	254	92.7	7.3	64.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	87	87	13	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	39	82.98	17.02	23.08

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	522	95.43	4.57	46.26
Female	271	261	96.31	3.69	46.74
Male	276	261	94.57	5.43	45.77
American Indian or Alaska Native	--	--	--	--	--
Asian	100	99	99.00	1.00	73.74
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	112	103	91.96	8.04	30.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	42.42
White	274	261	95.26	4.74	42.31
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	92	92.00	8.00	20.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	9.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/AN/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/AN/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	49.30	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1073	500	46.60	53.40	49.30
Female	531	251	47.27	52.73	51.20
Male	542	249	45.94	54.06	47.39
American Indian or Alaska Native	--	--	--	--	--
Asian	208	95	45.67	54.33	76.84
Black or African American	20	8	40.00	60.00	--
Filipino	29	14	48.28	51.72	57.14
Hispanic or Latino	218	100	45.87	54.13	31.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	31	60.78	39.22	41.94
White	539	249	46.20	53.80	46.59
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	84	46.15	53.85	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	34	35.05	64.95	23.53

2020-21 Career Technical Education Programs

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. Career Pathways have been developed that allow students to develop skills in their area of interest. Parents are able to learn about the available pathways at Canyon High School during the annual 8th Grade Parent Night. The counseling team make presentations during the year that provides current 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 outcomes include the number of students enrolled in CTE classes, the number of students completing a Pathway, and the number of students who continue their education after high school.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,366
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	45.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.27
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	53.46

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

All parents have opportunities to participate in specifically designed activities to engage them with their child's educational program as well as become informed parents so that they can be active partners for our school.

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.

https://www.canyonhighschool.org/activities/ptsa

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 is dedicated to raising funds and in-kind support to enhance educational and development opportunities for all Canyon High School students. In addition, this foundation sponsors the annual Hall of Fame Gala, this event was organized as a way of maintaining the rich heritage and tradition of successful programs at Canyon High School. The Hall of Fame serves as a means of recognizing, preserving, and honoring the students, athletes, faculty, and individuals who have made significant contributions to Canyon and to their greater community. Many individuals have been influential in the "Comanche Tradition of Excellence" and have had exemplary accomplishments during, and after, their association with Canyon High School. The Hall of Fame honors the contributions of these individuals who are worthy of recognition as examples for others to emulate. More information on the Foundation can be found at:

2021-22 Opportunities for Parental Involvement

https://www.canyonhighschool.org/about/chsf-canyon-high-school-foundation

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	5.1	1.6	4.1	5.2	3.5	9.0	8.9	9.4
Graduation Rate	96.8	93.4	97.1	94.5	93.2	95.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	550	534	97.1
Female	270	265	98.1
Male	280	269	96.1
American Indian or Alaska Native	--	--	--
Asian	110	110	100.0
Black or African American	11	10	90.9
Filipino	15	15	100.0
Hispanic or Latino	110	108	98.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	282	269	95.4
English Learners	14	11	78.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	127	121	95.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	63	57	90.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2222	2206	64	2.9
Female	1107	1102	32	2.9
Male	1115	1104	32	2.9
American Indian or Alaska Native	11	11	0	0.0
Asian	436	434	1	0.2
Black or African American	47	45	8	17.8
Filipino	64	64	1	1.6
Hispanic or Latino	481	480	31	6.5
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	75	75	0	0.0
White	1069	1059	20	1.9
English Learners	38	37	4	10.8
Foster Youth	5	5	1	20.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	374	369	26	7.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	224	221	24	10.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.12	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.45	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 revised annually to meet the needs of the school.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	12	12	46
Mathematics	34	4	15	40
Science	34	4	15	40
Social Science	31	7	20	29

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	11	21	37
Mathematics	40	3	11	44
Science	35	7	8	44
Social Science	33	8	6	41

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	13	14	45
Mathematics	39		14	42
Science	37	3	13	40
Social Science	34	4	11	39

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1088.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5274.56	$22.10	$5252.47	$64157.85
District	N/A	N/A	$6616.90	$87,379
Percent Difference - School Site and District	N/A	N/A	-23.0	-30.6
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-46.6	-27.6

2020-21 Types of Services Funded

Canyon High School provides services to all students, including GATE identified, special education, Advanced Placement, and International Baccalaureate. 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 provide programs and materials to help meet the school's goals and mission. Canyon High School provides numerous programs and services to students. These include; Advanced Placement classes, the International Baccalaureate program, honors courses, and Career Technical Education courses and pathways. In addition, CHS offers tutoring four days a week in the library as well as multiple AP/IB study session in the spring. Students also have 24-hour access to Paper Tutoring Services online.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,446	$50,897
Mid-Range Teacher Salary	$83,885	$78,461
Highest Teacher Salary	$109,082	$104,322
Average Principal Salary (Elementary)	$130,156	$131,863
Average Principal Salary (Middle)	$137,808	$137,086
Average Principal Salary (High)	$165,215	$151,143
Superintendent Salary	$256,476	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	39.0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	11
Fine and Performing Arts	4
Foreign Language	4
Mathematics	6
Science	7
Social Science	18
Total AP Courses Offered	51

Professional Development

Staff development opportunities are provided through staff meetings, conferences, and school-based in-service meetings. School facilitators, District experts, and outside consultants provide school and district-level staff with professional development opportunities in identified areas of need. Administration collaborates with the management team and the ILT to plan and implement appropriate and relevant professional development activities.

New teachers receive support through the teacher-to-teacher mentoring program CTIP (California Teacher Induction Program).

Each Wednesday is a late-start with 60 minutes of professional development time for staff built into the schedule. The days are used for all-staff meetings, PLCs, Department Meetings and WASC meetings.

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 Wednesday meetings, District department articulation programs, and a variety of off-campus seminars, workshops, and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

Orange Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.