

Canyon Hills School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Canyon Hills School
Street	260 South Imperial Hwy.
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6171
Principal	John Erratt
Email Address	jerratt@orangeusd.org
School Website	https://www.orangeusd.org/canyon-hills
County-District-School (CDS) Code	30-66621-6029920

2022-23 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

2022-23 School Overview

Canyon Hills School is a special education campus for students with moderate to severe disabilities. We are located on Imperial Highway next to Canyon High School in the Anaheim Hills area. Approximately 35 students are at this site and our students range in age from 10 to 22 years old. Students are assigned to this school through the special education process. Our students come to us from all areas of the school district. We have 6 classroom teachers and a building principal at this site. All classrooms have the support of Instructional Assistants. Our support services include a Health Clerk, a School Nurse, an Office Manager, a School Psychologist, an Adapted P.E. teacher, a Speech and Language Pathologist, an Occupational Therapist, a Physical Therapist, Deaf/Hard of Hearing teacher, Teacher of the Visually Impaired, Orientation and Mobility Specialist, and a full-time day and evening custodian.

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

We began implementation of the TEACCH program (Treatment and Education of Autistic and related Communication Handicapped Children) during the school year of 2005-2006. The TEACCH approach emphasizes appreciating and using the strengths and interests of all of our students through structured teaching. All classrooms use the Unique Learning Systems (ULS) standards-based curriculum for students with Moderate/Severe disabilities.

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

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

2022-23 School Overview

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

3. Improve Personal / Domestic / and Vocational Skills

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

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

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	4
Grade 8	7
Grade 9	5
Grade 10	4
Grade 11	5
Grade 12	102
Total Enrollment	132

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.2
Male	59.8
American Indian or Alaska Native	0.0
Asian	10.6
Black or African American	2.3
Filipino	3.0
Hispanic or Latino	50.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.0
White	27.3
English Learners	15.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	32.6
Students with Disabilities	99.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	73.33	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.50	2.65	12115.80	4.41
Unknown	2.00	26.67	74.80	6.94	18854.30	6.86
Total Teaching Positions	7.50	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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. 12-22-23 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 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Mathematics	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
History-Social Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Foreign Language	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Health	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Visual and Performing Arts	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%
Science Laboratory Equipment (grades 9-12)	The instructional materials are geared towards the needs of each individual student based on their IEP.	Yes	0%

School Facility Conditions and Planned Improvements

Canyon Hills school was built in 1974 and has been maintained throughout the years to meet the needs of the special population of students who attends. Bathrooms have been adapted to provide ADA access and areas for changing. The exterior of the school was painted during the summer of 2017. Large trees have recently been trimmed. Fire and security alarm systems have been updated within the past five years. The school has one AED unit located in the front office. Pending projects include resurfacing under play equipment on the playground, interior painting, and vegetation control on the hillside behind the school.

Year and month of the most recent FIT report

9/8/2022

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			Rooms 1-9: Carpet worn
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Campus is regularly treated for pests
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Staff lounge window leaks during rain. Multiple repair attempts made by M&O
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rubberized surfaces under playground equipment need to be repaired. Need ADA-compliant playground equipment

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	39	N/A	33

2021-22 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.

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21	11	52.38	47.62	0.00
Female	13	6	46.15	53.85	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	14	8	57.14	42.86	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	5	41.67	58.33	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	11	52.38	47.62	0.00

2021-22 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.

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21	11	52.38	47.62	0.00
Female	13	6	46.15	53.85	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	14	8	57.14	42.86	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	5	41.67	58.33	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	11	52.38	47.62	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		34.95	32.07	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2021-22 Career Technical Education Programs

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

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

At Canyon Hills we encourage parent participation through the Canyon Hills Parent Association and our School Site Council. Collaboration between home and school is essential as we develop programs to meet our students needs. When permitted by public health conditions, we have community dinners, dances, fundraisers, parent meetings, field trips and Red Ribbon Week activities. Students participate in various local community activities through community-based instruction. Information about school events and activities is disseminated in English and in Spanish. Information about school functions and activities is disseminated through flyer sent home with students in English and Spanish and email/phone calls through School Messenger. School Messenger emails and phone calls are translated to Spanish and Vietnamese.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	--		5.2	2.6		8.9	7.8
Graduation Rate		--	--		93.2	95.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	--	--	--
Female	0	0	0.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	142	119	64	53.8
Female	58	41	23	56.1
Male	84	78	41	52.6
American Indian or Alaska Native	1	1	1	100.0
Asian	14	11	5	45.5
Black or African American	3	3	1	33.3
Filipino	4	3	1	33.3
Hispanic or Latino	73	61	34	55.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	1	33.3
White	36	31	18	58.1
English Learners	22	18	12	66.7
Foster Youth	1	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	51	41	24	58.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	140	119	64	53.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.72	2.03	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.70	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.00	0.00
Male	1.19	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	1.37	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	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.71	0.00

2022-23 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.

A comprehensive disaster plan is in effect and reviewed on an annual basis with staff. The key elements of this plan include providing adequate supervision for our students at all times in all locations of the school, and to maintain a reduced number of physical restraints and physical holds to our students. Fire drills are conducted bi-annually and earthquake drills are conducted annually. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is a priority for all Canyon Hills staff.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	2	1		
Other	7	2		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	1	1		
2				
3				
4				
5				
6	2	1		
Other	4	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	1	1		
3				
4	1	1		
5				
6				
Other	3	1		

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
Mathematics				
Science				
Social Science				

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$16078.36	0	\$16078.36	\$87042.56
District	N/A	N/A	7837.61	\$89,626
Percent Difference - School Site and District	N/A	N/A	68.9	-2.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	83.7	1.9

2021-22 Types of Services Funded

Canyon Hills School receives funding from the General Fund, Special Education Department, LCFF, and California Lottery funds.

These funds are used for a variety of materials. Recently, the focus has been on providing supplemental technology and communication materials which can meet the language development needs of our students with special needs. These materials include the purchase of interactive smart TVs, electronic switches, iPads with Augmentative and Assistive Technology applications, cause and effect devices, which are designed to enhance communicative intent. Students have access to a variety of adapted physical education equipment including trikes and trampolines in addition to Physical Therapy equipment.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$54,515	\$51,081
Mid-Range Teacher Salary	\$79,004	\$77,514
Highest Teacher Salary	\$111,263	\$105,764
Average Principal Salary (Elementary)	\$130,156	\$133,421
Average Principal Salary (Middle)	\$137,808	\$138,594
Average Principal Salary (High)	\$165,215	\$153,392
Superintendent Salary	\$256,476	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Teachers and Instructional Assistants have the opportunity to attend conferences, workshops, visitations to other sites, and school based in-service days. We regularly take part in training opportunities offered by the Orange County Department of Education. In addition, staff is encouraged to participate in webinar trainings offered by OUSD and they work in their professional learning communities to talk about curriculum, data, and collaboration. Campus in-house experts have given multiple inservices on the core curriculum, Unique Learning Systems, and on IEP document compliance. During the 2020-21SY, the November Professional Development day focused on training teachers and staff on implementation of the District adopted curriculum for teachers serving in moderate/severe classrooms. Classified staff also accessed online trainings, selecting from a variety of topics. Staff were encouraged to access modules on behavior management and safety including training on body mechanics and safe lifting techniques.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5