Canyon Rim Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Canyon Rim Elementary School
Street	1090 S. The Highlands Drive
City, State, Zip	Anaheim, CA 92808
Phone Number	(714) 532-7027
Principal	Bree Tippets
Email Address	btippets@orangeusd.org
Website	https://www.orangeusd.org/canyon-rim-elementary-school
County-District-School (CDS) Code	30-66621-6114565

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

School Profile
Home of the Roadrunners, Canyon Rim is situated in a quiet, residential neighborhood adjacent to a park in Anaheim Hills, California. It is one of 27 elementary schools in the Orange Unified School District. The school serves approximately 670 students in transitional kinder through sixth grade. The school facility is well maintained, with 29 classrooms allocated for general education classes, behavioral special day classes, a speech pathologist teacher, a Learning Lab, STEAM Lab and two day care classrooms. Eleven of the twenty-nine classrooms are portable classrooms that accommodate the large enrollment. Each set of four classrooms in the main buildings has a central pod area, used for small group interventions, assessment/testing, etc. The administration building houses the administrative offices, school counselor, school psychologist and school nurse office, staff lounge, workrooms, the technology lab and library. There is a large multi-purpose room to support the community participation in programs and performances. The fence and walkways represent the canyon area that surrounds us.

MISSION STATEMENT
Our mission is to provide a safe and nurturing environment that supports all students' unique learning styles, empowers them to achieve academic success, and encourages them to become life-long learners and productive members of society competing in the global economy.

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

In order to achieve this educational vision:
- The educational lessons and student learning will revolve around Communication, Collaboration, Critical Thinking, Creativity, and Character
- There will be high academic standards and expectations for all students setting foundations to be successful in the 21st Century
- Students will acquire skills and attitudes which will support lifelong learning and prepare them to be college and career ready
- Students are encouraged to be explorers and problem solvers through cooperative learning experiences, technological resources, manipulative materials and scientific experiments/investigations
- Students leave our school with a positive attitude, independence, self-motivation, responsibility and an acceptance of others which enables them to become productive members of society
- Educators teach to a variety of learning modalities and empower students to make wise decisions
- Teachers work to balance curriculum that inspires hands-on/minds-on learning engaging students in student centered learning
- Educators are role models for lifelong learning and act as facilitators for student success
- Parental involvement is encouraged in order to make each child's education more valuable and productive

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	133
Grade 1	73
Grade 2	91
Grade 3	89
Grade 4	85
Grade 5	101
Grade 6	93
Total Enrollment	665

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	13.2
Filipino	2.4
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.2
White	48.4
Two or More Races	9
Socioeconomically Disadvantaged	17.1
English Learners	7.1
Students with Disabilities	7.8
Homeless	0.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	25	23	1033
Without Full Credential	0	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by a 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. 9-20-21 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 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A		N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

School Facility Conditions and Planned Improvements

Canyon Rim is located at 1090 The Highlands Drive, Anaheim, CA. Our campus is comprised of 20 classrooms, 1 SPOT-On SDC Program, 1 learning lab, a faculty lounge, a speech/language center, a computer lab, a STEAM Lab, a library, the nurse's office, the school psychologist's/mental health counselor's office, a kitchen, a multi-purpose room, two CARES classrooms, the multi-purpose room and the office. Out of all classrooms on campus, 6 classrooms are in portables and the 2 CARES programs are in portables. The school is in good condition on the most current site inspection. There are currently no planned improvements to the facility. Work orders have been submitted to rectify the areas of concern.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/28/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR: Stained ceiling tiles Room 22: Stained ceiling tile Room 24: Stained ceiling tile Room 26: Stained ceiling tile Room 32: Stained ceiling tile Room 51: Stained ceiling tile 1-light out Ramp skirting rotting Room 53: Broken Ceiling tile Ramp skirting rotting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 21: 1-Light out Room 51: Stained ceiling tile 1-light out Ramp skirting rotting
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bathrooms: Boys and Girls sink 1 in each not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 51: Stained ceiling tile 1-light out Ramp skirting rotting Room 52: Ramp skirting rotting Room 53: Broken Ceiling tile Ramp skirting rotting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	75	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	68	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	58	N/A	32	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Canyon Rim Elementary School is extremely fortunate to have a supportive parent and community commitment and involvement. Their dedication to the enhancement of the educational program for all students is greatly appreciated. Our parents volunteer their time and talents in the classrooms often assisting teachers working with individual or small groups of children, on special projects, or helping with a variety of necessary tasks.

Canyon Rim Elementary School has exceptional parent participation at many different levels. Parents are involved with book fairs, Red Ribbon Week activities, assist with vision/hearing screening, field trips, school pictures, and school connectedness through our kindness rocks and wall. Parents and interested community members serve on several site committees including: School Site Council, PTA, and ELAC.
The Canyon Rim PTA offers varied educational enhancements, not only through funding but also by being actively involved on all levels. The PTA supports the instructional program by providing funding and/or volunteers for various instructional support programs. This year the PTA donated funding for technology providing all teachers on campus a 75" display bundle. PTA also provided dedicated volunteers for in the classroom reading reinforcement, "Reflections" art contest program, "I Know My States" geography competition, Class Act Music Program, in addition to a myriad of classroom volunteers. The PTA also provides social opportunities for students and their parents such as a Step It Up, Family Fun Nights, and class parties throughout the year.

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

The Canyon Rim School Site Council, composed of staff and parents, reviews the instructional program and approves additional State funding for staff development, supplemental educational materials, and instructional supplies. The School Site Council meets 4-6 times yearly and invites all interested parents to attend its meetings. Parental involvement is an essential part in helping to educate our children at Canyon Rim.

State Priority: School Climate

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

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.3	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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 Student Community Services. The office of Student Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. Key elements outlined in the plan are: to provide a safe teaching and learning environment; that all students are safe when traveling to and from school; that district programs and community resources are made available to students and parents; and that the school provides an environment where everyone effectively communicates in a manner that is respectful to all cultural, racial and religious backgrounds.

A safe and secure learning environment is a priority for Canyon Rim. Emergency evacuation drills are held monthly according to education code. The school purchased equipment and supplies for every classroom for emergency use. Partnered with School Messenger, a system is in place that enables administrators to schedule, send and track personalized voice messages to their school community for outreach and emergency purposes. In addition, all schools in the district are linked through an emergency radio contact system and district radio drills are held periodically for preparation in case of emergency. The staff and community work together to maintain a safe campus. School-wide & classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. 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. Canyon Rim staff works diligently at adhering to the Safe Schools Plan developed and monitored by the School Site Council.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	28		4		27		4		28		4	
1	30		3		29		3		32		2	
2	28		3		31		3		30		3	
3	23	1	3		28		3		29		3	
4	29		3		32		2	1	27		3	
5	31		3		31		1	2	37	2	2	3
6	28	1		3	37	1		4	34	2	5	1
Other**					6	1			14	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4904.00	0	$4904.00	$79395.48
District	N/A	N/A	$6616.90	$86,774
Percent Difference - School Site and District	N/A	N/A	-29.7	-8.9
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	-45.0	-4.5

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

Types of Services Funded (Fiscal Year 2019-2020)

The following support services are available to meet the needs of all students:
*Intervention/remediation/accelerated programs
*Support for EL instruction
*Instructional ASsistants (Special Education)
*Staff Professional Development
*Researched proven, supplemental instructional materials

In order to address the social emotional needs of our students, we offer a .2 mental health counselor who provides individual, group, whole class, grade level or school wide services to address social skills, mental health, and or social emotional skills. We also offer a school psychologist who offers a Check In Check out system, customized behavioral intervention plans and counseling.

LCFF and donation funds provide Canyon Rim instructional tools that are aligned to standards and provides instructional support and differentiation to ensure the needs of students are met. Additionally, LCFF and donations provide enhanced technology for student engagement and instruction. LCFF, Site Discretionary and lottery funds also provide supplementary resources/programs (Vocabulary City, Grammarly, Edpuzzle) in order to support student learning. These funds also supplied extra earnings for staff as they offered after school tutoring or family nights.

The Canyon Rim Parent Teacher Association helps provide several outstanding supplemental programs to our students such as Music TK-4, Art Masters, Imagination Machine, Discovery Science Center, Social Studies Walk-Through, Traveling Scientist, Pretend City on Wheels and California Explorer. In addition, students enjoy standards related field trips and educational and cultural programs. PTA donation provided enhanced technology for student engagement and instruction.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,446	$50,029
Mid-Range Teacher Salary	$83,885	$77,680
Highest Teacher Salary	$109,082	$102,143
Average Principal Salary (Elementary)	$129,252	$128,526
Average Principal Salary (Middle)	$131,552	$133,574
Average Principal Salary (High)	$153,039	$147,006
Superintendent Salary	$256,476	$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	25

School based staff development is on-going, taking place during our early release Wednesday schedule. Teachers are involved in site based professional learning one Wednesday a month, district based PD one Wednesday a month, Professional Learning Community meetings one Wednesday a month, and classroom preparation one Wednesday a month. The focus of the site professional learning is on deepening critical reading practices. The focus of Professional Learning Communities is to expand our repertoire of strategies for implementing critical reading, MTSS (Multi-Tiered Systems of Support) including behavioral/social-emotional, Mathematical Practices, incorporating technology in the classroom, differentiating instruction to meet the needs of all students, reviewing and analyzing data and developing a plan to address the areas of need (individual, class, grade level, and school) including English Learners.

The 2020-2021 goals will be focused on teaching critical reading skills including metacognition, implementing adopted curriculum, AVID, and continuing to focus on incorporating technology in the classroom.