Canyon High 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 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
Website	www.canyonhighschool.org
County-District-School (CDS) Code	30-66621-3030046

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)

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 2020-2021 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:
The mission of Canyon High School is to provide an educational experience, in both academic and character development, that focuses on maximizing learning, developing global awareness and creating life-long learners in a student-centered and rigorous learning environment

Theory of Action:
If teachers utilize effective research-based instructional strategies focused on 21st century learning skills and technology while collecting, analyzing and comparing assessment data collaboratively, then all students will be better equipped to meet the challenges of college and career paths.

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.

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

Grade Level	Number of Students
Grade 9	561
Grade 10	570
Grade 11	549
Grade 12	493
Total Enrollment	2,173

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

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	19.5
Filipino	3.1
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	0.4
White	49.1
Two or More Races	3
Socioeconomically Disadvantaged	16.3
English Learners	2.1
Students with Disabilities	5.9
Foster Youth	0.2
Homeless	0.2

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	88	88	86	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	2	0	1	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 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	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; Hampton Brown Edge ©2009. All were selected from the most recent list of 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 were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; 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 were selected from the most recent list of 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 were selected from the most recent list of 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 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 were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of 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. All were selected from the most recent list of 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. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

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

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.

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: 10/29/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Cafeteria: Library area: Stained ceiling tiles Office area: Stained ceiling tiles / Carpet worn / Drinking fountian not working Room 102A: Carpet worn and wavey/trip hazard Room 102B: worn carpet Room 103: Stained ceiling tiles Room 104: Carpet splitting at seam Room 105B: Carpet old and splitting Room 106: Stained ceiling tiles/cove base coming off wall Room 107: Stained ceiling tiles Room 109: seam splitting in carpet Room 110: stained ceiling tiles Room 111: stained ceiling tiles/ carpet worn Room 114: stained ceiling tiles Room 116: stained ceiling tiles Room 117: carpet worn / stained ceiling tiles Room 121: stained ceiling tiles Room 122: stained ceiling tiles / cracked floor tiles on stage Room 123: stained ceiling tiles / cracked floor tile on staged Room 130: ceiling falling and damaged Room 133: Ceiling tiles damaged Room 137: carpet old and worn Room 140: carpet old Room 150: 2 lights out / ceiling tile stained Room 152: carpet old Room 203: stained ceiling tiles Room 210: carpet old Room 304: Stained ceiling tiles Room 306: carpet old / stained ceiling tile 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 paint peeling Room 401: Stained ceiling tiles Room 500: Stained ceiling tiles Room204: stained ceiling tiles Speech room: stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 102A: Carpet worn and wavey/trip hazard

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Room 131: light out Room 150: 2 lights out / ceiling tile stained Room 151: light out Room 205: 22 lights out / faucet not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Office area: Stained ceiling tiles / Carpet worn / Drinking fountian not working Room 205: 22 lights out / faucet not working Room 206: 3 faucets not working Room 300: Sink not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 510: Exterior pealing off
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)	77	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	47	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)	43	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.

CAASPP Test Results in Science 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.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1371
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	35.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.54
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	64.52

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)

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.

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: https://www.canyonhs.foundation/

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.9	4	1.9	5.1	5.3	4.1	9.1	9.6	9
Graduation Rate	95.3	95.1	96.8	91.3	93.8	94.5	82.7	83	84.5

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	1.3	2.1	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	2.57	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 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+
English Language Arts	26	32	18	42	32	12	12	46	33	11	21	37
Mathematics	33	10	7	45	34	4	15	40	40	3	11	44
Science	33	7	14	42	34	4	15	40	35	7	8	44
Social Science	31	13	6	42	31	7	20	29	33	8	6	41

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	724.3

*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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

*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	$5274.56	$22.10	$5252.47	$64157.85
District	N/A	N/A	$6616.90	$86,774
Percent Difference - School Site and District	N/A	N/A	-23.0	-30.0
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	-38.4	-25.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

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/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	11	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	7	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	8	N/A
Social Science	17	N/A
All courses	53	36.8

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

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).

During distance and hybrid learning, we no longer have late-start Wednesdays built in the schedule for staff/PLC/department meetings. However, 1:45-2:35 p.m is set aside each Wednesday for staff development/training opportunities and/or staff/PLC/department 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.