Canyon Springs Community Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	19059 Vicci St. Canyon Country, CA , 91351-3380	**Principal:**	Julie Martinez
Phone:	(661) 252-4322	**Grade Span:**	P-6

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 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.

About This School

Julie Martinez

⚲ Principal, Canyon Springs Community Elementary

About Our School

Welcome to Canyon Springs Community School's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents and the community with valuable information about out instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. We have made a commitment to create an extremely effective TK-6 program that produces high levels of student achievement and is regarded for its contributions in actively serving the community. At Canyon Springs, we are most proud of our community of learners where staff, students and parents work collaboratively to develop respectful, responsible, and caring students. This collaborative community provides each child with a challenging and quality education in a safe and nurturing learning environment. We take pride in our warm, nurturing family atmosphere that encourages and celebrates student learning and success. Our faculty inspires students to be critical thinkers and creators by facilitating challenging lessons that
emphasize high standards for all. We incorporate school-wide positive behavior practices that are based on problem-resolution, clear expectations of successful behavior, and restorative responses. With the support of our PTA, we can provide enrichment for our students such as dance, movement, art, science, technology, music, educational assemblies, and field trips. Our community of stakeholders are also involved in decision-making with their membership on School Site Council, Safety Committee, and the English Learner Advisory Committee. We are committed to challenging our students daily to be creative thinkers, problem solvers, communicators, caring individuals, and lifelong learners.

Contact

Canyon Springs Community Elementary
19059 Vicci St.
Canyon Country, CA 91351-3380

Phone: (661) 252-4322
Email: jumartinez@sssd.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
Phone Number	661-252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/

School Contact Information (School Year 2022–23)

School Name	Canyon Springs Community Elementary

Street	19059 Vicci St.
City, State, Zip	Canyon Country, CA , 91351-3380
Phone Number	(661) 252-4322
Principal	Julie Martinez
Email Address	jumartinez@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/Page/389
County-District-School (CDS) Code	19650456022677

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades TK-6 following a traditional calendar. During the 2022-2023 school year, 523 students are enrolled with 39% English Learners, a school-wide free and reduced lunch program, 13% Special Education population, 75.9% Socioeconomically Disadvantaged, and 0.2% Foster Youth. The campus is in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students.

During the 2022-2023 school year, we are focused on English Language Arts by improving students' reading fluency and comprehension, by utilizing the Orton-Gillingham Literacy program. Our Learning Support Teachers are focusing on academic acceleration to make up the learning gaps students may have in English Language Arts. Our goal at Canyon Springs is to increase all student achievement by providing high quality instruction. At Canyon Springs, our curriculum promotes college and career readiness, with academic interventions and enrichment in place to foster student success. By the end of the 2022-2023 school year, 100% of the students will show personal growth in Language Arts and Math, as measured in each grade level. We use data from both State and local assessments to modify student instruction and improve student achievement.

The staff at Canyon Springs is committed to improving student achievement by working collaboratively in Professional Learning Communities. Teachers work in collaborative teams and focus on data analysis to drive instruction. The teachers and administrators monitor student progress on curriculum embedded assessments and formative assessments regularly to determine next steps for instruction. Based on the data analysis, students are placed in the needed Learning Support intervention and/or enrichment programs. The site utilizes research-based educational practices to support students in gaining grade level proficiency, as demonstrated on district and state assessments. Teachers and administrators receive professional development in instructional areas needed to support the California State Standards. Additionally, the district provides supplemental materials to support the standards and has adopted curriculum to support the new standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs.

At Canyon Springs, we continue to foster our student's social emotional growth through the implementation of Capturing Kids' Hearts, which promotes positive relationships throughout our campus. Technology continues to be a significant focus at Canyon Springs. Every classroom is set up with a wireless teacher laptop, two SMART Boards, a document camera, teacher iPad and a 3:1 of student iPads. Grades TK-6 also have 1:1 access to Chromebooks in each classroom. Students also have access to a full time Maker Space Lab, Library and have access to a Science Lab that includes a

SMART Board, document camera, and an Apple docking station. Every student has supervised Internet access and works toward achieving grade level technology standards.

Canyon Springs staff and parents believe children are society's most valuable resource. Students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning environment that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to become leaders of the 21st century. Canyon Springs students are "Running on the Road to Success!"

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	74
Grade 1	64
Grade 2	73
Grade 3	60
Grade 4	87
Grade 5	92
Grade 6	73
Total Enrollment	523
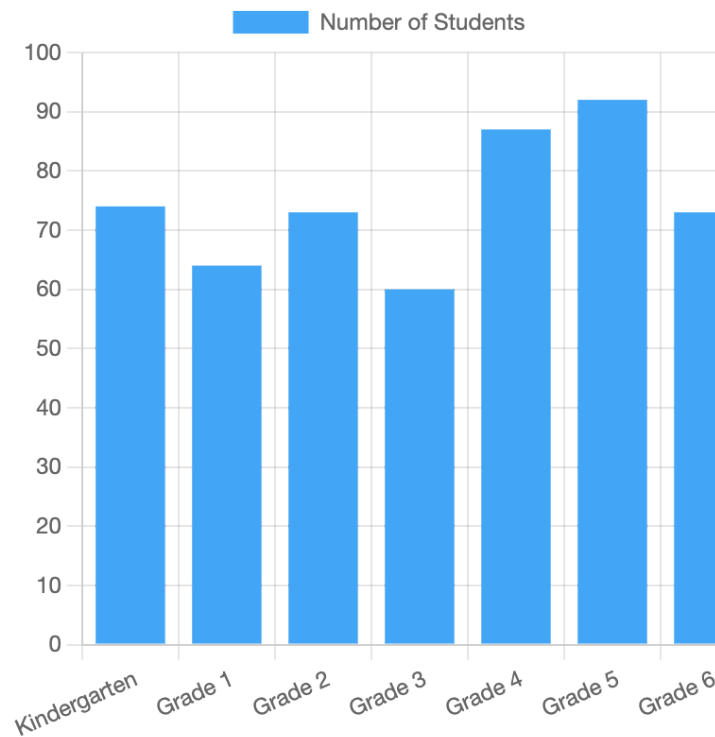
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	44.20%
Male	55.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.10%
Black or African American	3.30%
Filipino	2.50%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.00%
Foster Youth	0.20%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	75.90%
Students with Disabilities	15.90%

Student Group	Percent of Total Enrollment
Two or More Races	1.10%
White	5.70%

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 Preparation and Placement (School Year 2020–21)

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)	21.00	77.61	196.80	89.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.69	5.00	2.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.69	4.00	1.81	12115.80	4.41
Unknown	4.00	15.00	13.00	5.91	18854.30	6.86
Total Teaching Positions	27.00	100.00	220.90	100.00	274759.10	100.00

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.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

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)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/17/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
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)	4.50	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance for English Language Arts	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	Harcourt Brace	Yes	0%
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/14/23

School Facility Conditions and Planned Improvements

Canyon Springs takes great effort to ensure that our facilities are clean, safe, and functional. To support and monitor these efforts, the District developed the Facilities Cleanliness Report. The Facility Cleanliness Report is completed by school and district administrators monthly, following a campus-wide inspection and is submitted to the District Office for review. More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional environment is included below:

Canyon Springs Community School is situated on one block of a suburban neighborhood and includes the following features: 18 General Education Classrooms, 6 Special Education Classrooms, 2 Learning Support Classrooms, 1 Library, 1 Multipurpose Room, 1 Computer Lab, 1 Science Lab, 3 Preschool Programs, 1 Occupational Therapy Room, 1 Audiology Office, 5 Classrooms for the ASES program, 1 Kindergarten Playground area with equipment and play structures, 1 General Playground ar4ea with equipment and play structures, and 1 Field area with a running track.

Cleaning Process and Schedule: The District has adopted cleaning standards for a clean and safe campus. The principal works daily with the custodial staff to monitor cleaning schedules that ensure a clean and safe school for students, parents, and staff. During the 2021-2022 school year the custodial staff included one 8-hour day custodia, one 8-hour night custodian, and one 4-hour part time evening custodian.

Maintenance and Repair: School administrators and the custodial staff work with the District's maintenance staff to ensure that the repairs necessary to keep the school in good and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/17/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good

Last updated: 1/17/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

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	32%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	24%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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 for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	305	99.03	0.97	32.13
Female	137	136	99.27	0.73	33.82
Male	171	169	98.83	1.17	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	262	260	99.24	0.76	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	30.00
English Learners	112	112	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless				--	
Military	37	37	100.00	0.00	21.62
Socioeconomically Disadvantaged	236	236	100.00	0.00	31.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	10.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	305	99.03	0.97	23.93
Female	137	136	99.27	0.73	20.59
Male	171	169	98.83	1.17	26.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	262	260	99.24	0.76	21.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	40.00
English Learners	112	112	100.00	0.00	10.71
Foster Youth	0	0	0	0	0
Homeless					
Military	37	37	100.00	0.00	24.32
Socioeconomically Disadvantaged	236	236	100.00	0.00	21.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	8.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3– Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

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

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

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)	N/T		N/T		28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/14/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	84	97.67	2.33	20.24
Female	36	35	97.22	2.78	17.14
Male	50	49	98.00	2.00	22.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	15.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.00	0.00	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

Note: 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.

Last updated: 1/17/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	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
5	98%	99%	98%	66%	97%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/17/23

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

Opportunities for Parental Involvement (School Year 2022–23)

At Canyon Springs we believe that parents are partners with the school, and we truly appreciate our parent community and the hours they dedicate to Canyon Springs, including such activities as volunteering in their child's classroom and helping at school events. Parents are encouraged to be active participants at Canyon Springs Community School. There are opportunities for everyone to get involved here at Canyon Springs. What's most important is that parents feel welcome and that they have a voice in their child's future.

Opportunities to Volunteer Include:

Classroom Helper

Office Helper

Event Planning Committees

School Site Council

English Learner Advisory Committee

PTA

Back to School Night

Open House

Fall Festival

Goal Setting Conferences

Monthly Award Assemblies

Parent/Family Information Night

Young Author's

GATE Night

Parents are full partners in their child's education. We encourage parents to serve on advisory committees to assist in the education of their own children, and in the development of community awareness and involvement. Canyon Springs parents can get involved with PTA, or in any of our other advisory groups. We have School Site Council meetings each month, and regular ELAC (English Language Advisory Committee) meetings throughout the school year. In addition, we have regular Coffee with the Principal meetings to discuss strategies to use at home to support children's academic achievement, such as reading with their children, working with math, literacy training, etc. If parents are interested in getting involved with PTA, ELAC, School Site Council or volunteering, they should contact Julie Martinez, principal at Canyon Springs, at 661-252-4322.

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/17/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	547	114	20.8
Female	251	246	45	18.3
Male	308	301	69	22.9
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	4	50.0
Black or African American	19	17	8	47.1
Filipino	13	13	2	15.4
Hispanic or Latino	472	465	91	19.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	8	2	25.0
White	37	35	7	20.0
English Learners	211	207	33	15.9
Foster Youth	4	4	0	0.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	442	435	96	22.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	97	26	26.8

Last updated: 1/17/23

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 for School Year 2019–20 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	0.57%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: 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.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.72%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: 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.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.80	0.00
Male	0.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	0.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.96	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm. The Canyon Springs safety plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Canyon Springs. The safety plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the safety plan addresses concerns about the security of the campus, as well

as regular training of noon supervisors and staff to recognize and stop bullying on campus. The most recent Safety Plan was approved on March 9, 2022.?

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) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	26.00		2	
2	26.00		2	
3	25.00		2	
4	32.00		2	
5	32.00		2	
6	25.00		3	
Other**	16.00	3	2	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	6.00	6	1	
1	20.00	1	1	
2	8.00	4	1	
3	19.00	1	3	
4	17.00	2		
5	15.00	2	1	
6	25.00		2	
Other**	16.00	5	4	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		2	
1	25.00		2	
2	26.00		2	
3	24.00		2	
4	31.00		2	
5	34.00			1
6	32.00		1	
Other**	19.00	4	2	

* 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.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/17/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8149.00	$2602.00	$5547.00	$72750.00
District	N/A	N/A	$5123.00	$76440.00
Percent Difference – School Site and District	N/A	N/A	8.27%	4.83%
State	N/A	N/A	$6593.62	$87271.00
Percent Difference – School Site and State	N/A	N/A	-16.00%	-17.00%

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

Last updated: 2/14/23

Types of Services Funded (Fiscal Year 2021–22)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

Title I funding is used for the following:
- Professional Development
- Learning Support Teachers (LST)
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title III funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

Last updated: 1/17/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44686.00	$52640.75
Mid-Range Teacher Salary	$69514.00	$83981.39
Highest Teacher Salary	$91548.00	$107521.97
Average Principal Salary (Elementary)	$130604.00	$136246.56
Average Principal Salary (Middle)	$0.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$198606.00	$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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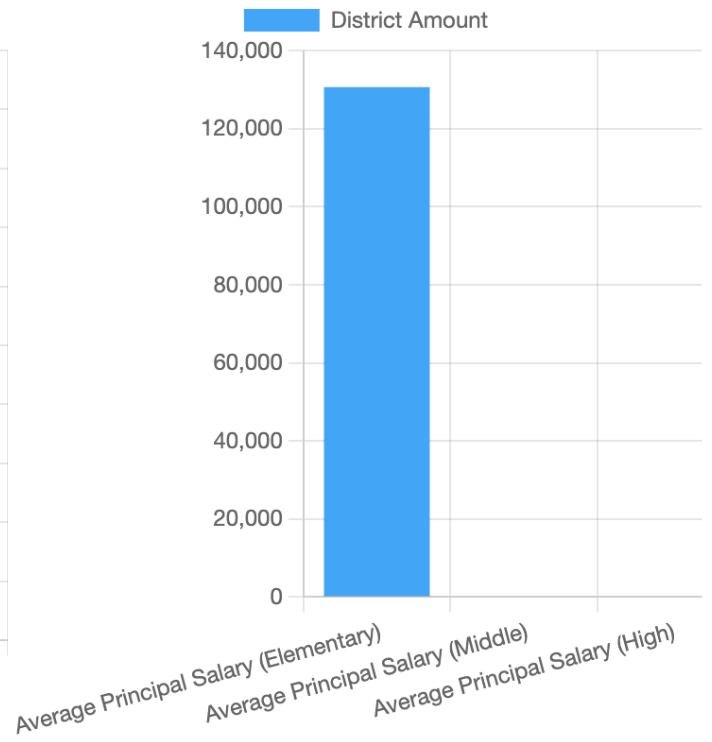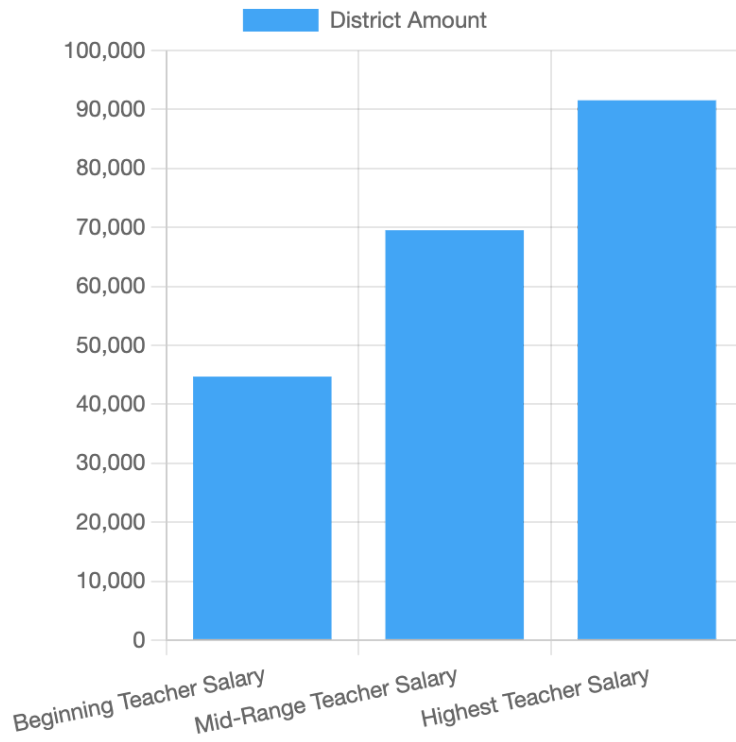
Last updated:

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 2/14/23