

# Canyon High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Canyon High School
<b>Street</b>	220 S. Imperial Highway
<b>City, State, Zip</b>	Anaheim, CA 92807
<b>Phone Number</b>	(714) 532-8000
<b>Principal</b>	Craig Abercrombie
<b>E-mail Address</b>	jabercrombie@orangeusd.org
<b>Web Site</b>	www.canyonhighschool.org
<b>CDS Code</b>	30-66621-3030046

<b>District Contact Information</b>	
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>E-mail Address</b>	ghansen@orangeusd.org
<b>Web Site</b>	www.orangeusd.org

### **School Description and Mission Statement (School Year 2018-19)**

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 2018-2019 school year.

Canyon High School emphasizes a college preparatory program while providing opportunities for a wide variety of learning experiences. The campus includes a 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 2017-18)

Grade Level	Number of Students
Grade 9	563
Grade 10	524
Grade 11	591
Grade 12	572
<b>Total Enrollment</b>	<b>2,250</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	20.0
Filipino	3.5
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.4
White	49.8
Socioeconomically Disadvantaged	18.7
English Learners	2.8
Students with Disabilities	8.8
Foster Youth	0.4

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	95	91	88	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	13

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** October 11, 2018

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. 16-18-19 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 October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	Pearson Integrated Mathematics I & II ©2014; Pearson Mathematics: Algebra 2 ©2012; 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%
<b>Science</b>	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Modern World History: Patterns of Interaction ©2003; World Cultures: A Global Mosaic ©2001; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Macgruder's American Government, CA Edition ©2019; American Government, 10th Edition ©2006; 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%
<b>Foreign Language</b>	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; En Espanol Levels 9-10 ©2014-15; 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%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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	
<b>Science Laboratory Equipment (grades 9-12)</b>	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%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The overall rating of the Canyon High School facilities is "fair". 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. Ongoing deferred maintenance projects from the district make marked improvements across campus that benefit our students and staff.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Locker/Shower Room: 3: Shower drains are slow and back up 4: Tops of lockers are dented and uneven 7: Several light fixtures are not working Girls Locker/Shower Room: 3: Shower drains are slow and back up 4: Several locker baskets missing, tops of lockers are dented and uneven Practice Room 3: 2: HVAC ceiling register grill missing 4: Damaged/missing ceiling tiles Relocatable 510: 2: Restroom exhaust fan rattles 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained, chair scuff marks on walls, holes in tack wall
<b>Interior:</b> Interior Surfaces	Poor	200s Boys Restroom North: 4: Holes in wall tile from old dispensers and urinals, crack in ceiling, ceiling plaster patch not painted, small hole in wall by access panel - room needs paint 200s Boys Restroom South: 4: Ceiling plaster and paint peeling - needs paint, wall tile cracked, dispenser hoiles in wall tile 8: Handicaped stall out of order 5: Dusty on top of tile, light diffusers dirty 200s Girls Restroom North: 4: Ceiling plaster and paint peeling - needs paint, wall tile cracked, dispenser hoiles in wall tile 5: Dusty on top of tile 9: One sink cold water not working (minor issue) 15: Door drags in jamb (minor issue) 200s Preparation Corridor: 4: Conter tops stained, cabinet Formica delaminating, cabinet drawers missing, VCT old, ceiling tiles stained 300s Faculty Room: 4: VCT old, cove base missing, ceiling tiles stained 300s Staff Restroom: 4: Partitions rusted, walls scuffed (minor issues) - could use painting Auxuary Gym Dance Room: 4: Wall paint needs touch up 12: Gym floor has fresh clear coat but floor is reaching the end of its life Boys Locker/Shower Room: 3: Shower drains are slow and back up 4: Tops of lockers are dented and uneven 7: Several light fixtures are not working

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Boys Varsity/Team Room: 4: Was need touch up paint, lockers are in fair condition</p> <p>Cafeteria and Stage: VCT Tile Floor 4: Wall paint chipped, doors scartched, corner bead damage by door</p> <p>Exterior Serving Windows Room: 4: VCT floor tile old, spots, cracked; Formica counters and drawer faces delaminating, drawer damaged/broken</p> <p>Faculty Room Restroom: 4: Partitions rusted, walls scuffed - could use painting</p> <p>Girls Locker/Shower Room: 3: Shower drains are slow and back up 4: Several locker baskets missing, tops of lockers are deted and uneven</p> <p>Kitchen: 4: Wall paint chipped due to carts, ceiling tile dirty</p> <p>Lounge Room: 4: Ceiling tiles stained</p> <p>Main Gymnasium: 4: Wall paint needs touch up 12: Gym floor has fresh clear coat but floor is reaching the end of its life</p> <p>Mens Restroom: 4: Old partition mounting holes in walls, paper towel dispenser rusted 15: Door drags in jamb</p> <p>Mens Restroom: 4: Wall cracks, paint peeling, partitions rusted, sink cracked</p> <p>Practice Room 1: 4: Damaged/missing ceiling tiles</p> <p>Practice Room 2: 4: Damaged/missing ceiling tiles</p> <p>Practice Room 3: 2: HVAC ceiling register grill missing 4: Damaged/missing ceiling tiles</p> <p>Practice Room 4: 2: HVAC ceiling register grill missing (on floor) 4: Damaged/missing ceiling tiles</p> <p>7: Missing cover plate</p> <p>Practice Room 5: 4: Scuffed ceiling tile</p> <p>Prep Corridor Office: 4: Carpet is old, worn, and puckered - needs replacement; walls need paint</p> <p>Relocatable 130: New carpet 2017 4: Ceiling tiles stained and damaged at mod line and walls 6: Ground squirrels under ramp</p> <p>Relocatable 133: 4: Carpet is old, worn, stained, and puckers - needs replacement; interior side of door is scratched and scuffed - needs paint; paneling is loose on door wall 6: Ground squirrels under ramp</p> <p>Relocatable 134: 4: Interior side of door is scratched and scuffed - needs paint; paneling is loose on door wall; ceiling tile stained</p> <p>Relocatable 137: 4: Carpet is old, worn, stained, and puckers - needs replacement; interior side of door is scratched and scuffed - needs paint; staples in wall; walls need paint</p> <p>Relocatable 139: 4: Carpet is old, worn, stained, and puckers - needs replacement; interior side of door is scratched and scuffed - needs paint; ceiling</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>tiles stained; mod line beam rusted; entryway VCT is chipped 12: Floor is uneven</p> <p>Relocatable 140: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; wall needs paint at old chalk board location</p> <p>Relocatable 150: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained 6: Rabbit under deck 7: Conductors with wire nuts exposed at upper wall (old low-voltage clock wires?) - should terminate in junction box 12: floor uneven, exterior walls paneling have dry rot wood deck is spongy</p> <p>Relocatable 151: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement 6: Ants 12: Wood deck is spongy</p> <p>Relocatable 152: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained; interior side of door is scratched and scuffed - needs paint; walls have chair scuffs - need touch up paint 7: Conductors with wire nuts exposed at upper wall (old low-voltage clock wires?) - should terminate in junction box 12: Wood deck is spongy</p> <p>Relocatable 221: Room has sink and eye wash station (+was not able to check function due to wet wax on floor) 4: VCT old, ceiling tiles stained and sagging</p> <p>Relocatable 321: 4: VCT old and has chips stains, ceiling tiles stained, staples in rubber base, vinyl tackwall has multiple rips and holes, interior side of door is scratched and scuffed - needs paint 12: Non slip coating on ramp scuffed (unsightly)</p> <p>Relocatable 510: 2: Restroom exhaust fan rattles 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained, chair scuff marks on walls, holes in tack wall</p> <p>Relocatable Bldg. Team Room/Weight Room: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; VCT flooring is old, wall paint peeling,</p> <p>Room 100: 4: Carpet is old, worn and stained - needs replacment; ceiling tiles stained and damaged (minor); wall paint scuffed</p> <p>Room 101: 4: Carpet is old, worn and stained - needs replacment; ceiling tiles damaged (holes); wall paint scuffed 15: Rear door draggs on jamb</p> <p>Room 102A: 4: Carpet is old, worn, puckered, and stained - needs replacment; wall paint scuffed (minor) - needs touch up</p> <p>Room 102B: 4: Carpet is old, worn and stained - needs replacment</p>



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Room 103: 4: Ceiling tiles damaged (holes) 15: Door drags on jamb</p> <p>Room 104: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacment; wall paint scuffed/damaged - needs painting 15: Door knob loose</p> <p>Room 105A: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacment; ceiling tiles stained and damaged (minor) 5: HVAC register at bottom of HVAC cabinet dirty - needs cleaning</p> <p>Room 105B: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacment</p> <p>Room 106: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs deep cleaning; wall paint scuffed from chairs</p> <p>Room 107: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs deep cleaning; ceiling tiles stained (minor)</p> <p>Room 109: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; wall paint scuffed from chairs</p> <p>Room 111: 4: Carpet is old, worn, and stained; ceiling tiles stained and water damaged (hole); vinyl tackwall peeling</p> <p>Room 112: 4: Carpet is old, worn, and stained - needs replacement</p> <p>Room 114: 4: Carpet is old, worn, and stained; ceiling tiles stained (minor); cove base damaged</p> <p>Room 116: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; ceiling tiles stained</p> <p>Room 117: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; ceiling tiles stained and sagging; wall paint scuffed and dirty 7: broken blank cover plate on rear wall</p> <p>Room 118: 4: Carpet is old, worn, and stained, minor rips - needs replacement; wall paint scuffed and dirty; Wallboard by door needs patch and paint</p> <p>Room 119: 4: Carpet is old, worn, puckered, and stained, seams ripped/pulling apart - needs replacement</p> <p>Room 121: 4: Carpet is old, worn, puckered, and stained, seams ripped/pulling apart, carpet gaps at threshold - needs replacement; Ceiling tile has some small holes</p> <p>Room 122: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; ceiling tiles stained; wall paint scuffed from chairs</p> <p>Room 123: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; vinyl tackwall on folding partiton ripped/holes</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Room 201: 4: Carpet is old, worn, and stained, seams ripped/pulling apart, puckers - needs replacement; cove base old and damaged, wall paint scuffed 15: door drags on sidewalk (minor issue)</p> <p>Room 202: 4: Carpet is old, worn, and stained, seams ripped/pulling apart, puckers - needs replacem</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>200s Electrical Room #1: 5: Very dusty and dirty, cobwebs - needs cleaning 15: Rusted door louvers</p> <p>200s Girls Restroom South: 4 Interior sife of door paint is bubbling - needs paint 5: One toilet flush valve was not working and had not been flushed since last used - NASTY! Water had evaporated from trap so it was open to the sewer.</p> <p>Electrical Room Storage: 4: Old VCT and ceiling tile scuffed/damage (minor issues), walls need paint (minor issue) 5: Room is packed full</p> <p>Front of School, Entry, and Parking Lot: 6: Ground squirrel activity, gopher mound, ants 12: Cracks in sidewalks</p> <p>Girls Coach's Locker Room &amp; Restroom/Shower: 6: Mouse traps are set in shower</p> <p>Interior Quad Between Admin/Library and 200s: One planter does not have a tree 5: Gum on sidewalks (campus wide issue) 6: Ground squirrel activity</p> <p>Kiln Room: Kilns no longer in use - room is used for storage 5: dusty and dirty</p> <p>Lower Baseball Field &amp; Bleachers: 6: Rabbits</p> <p>Lunch Tables Patio: 6: Ground squirrel activity at tree planter</p> <p>Relocatable 130: New carpet 2017 4: Ceiling tiles stained and damaged at mod line and walls 6: Ground squirrels under ramp</p> <p>Relocatable 131: New carpet 2017 4: Walls scuffed (minor issue) touch up paint at old phone location, ceiling tiles stained (minor issue) 6: Ground squirrels under ramp 15: Door drags</p> <p>Relocatable 132: 4: One small hole in wall (minor issue) 6: Ground squirrels under ramp</p> <p>Relocatable 133: 4: Carpet is old, worn, stained, and puckers - needs replacement; interior side of door is scratched and scuffed - needs paint; paneling is loose on door wall 6: Ground squirrels under ramp</p> <p>Relocatable 150: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained 6: Rabbit under deck 7: Conductors with wire nuts exposed at upper wall (old low-voltage clock wires?) - should terminate in junction box 12: floor uneven, exterior walls paneling have dry rot wood deck is spongy</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Relocatable 151: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement 6: Ants 12: Wood deck is spongy</p> <p>Relocatable 320: Floor covering and paint WIP - summer 2018 4: Ceiling tiles cracked and holes (minor issue) 6: Ground squirrels under ramp 12: Non slip coating on ramp scuffed (unsightly)</p> <p>Room 300: Room has concrete floor. 4 &amp; 12: Drywall and cove base damage due to rat - needs wall and cove base replacement/repair. Formica cabinets delaminating. 5: Room was filthy 6: Rat had chewed through wall - problem is being addressed, room also has ants. Assumed rat and ant problem would be rectified</p> <p>Room 401 Work Closet: 5: Room cluttered and messy</p> <p>Softball Field: 6: Several fresh gopher mounds</p>
<b>Electrical:</b> Electrical	Good	<p>200's Studio room: 7: Cracked light switch cover plate</p> <p>Boys Locker/Shower Room: 3: Shower drains are slow and back up 4: Tops of lockers are dented and uneven 7: Several light fixtures are not working</p> <p>Electrical Room: 7: Light not working</p> <p>Girls Coaches Office and Reception Area: 7: One light fixture is out</p> <p>Practice Room 4: 2: HVAC ceiling register grill missing (on floor) 4: Damaged/missing ceiling tiles 7: Missing cover plate</p> <p>Relocatable 135: Old VCT 7: Surface mount duplex outlet is loose on wall, Junction box cover plate is missing 12: Exterior paneling by door/corner has dry rot</p> <p>Relocatable 322: Floor covering and paint WIP - summer 2018 7: Two missing duplex cover plates 12: Ramp and foundation skirt boards are peeling up and have dry rot damage</p> <p>Relocatable 323: Floor covering and paint WIP - summer 2018 7: Two missing duplex cover plates 12: Ramp and foundation skirt boards are peeling up and have dry rot damage, rear rain gutter rusted</p> <p>Relocatable 324: Floor covering and paint WIP - summer 2018 7: Cracked duplex cover plate on door wall 12: Ramp and foundation skirt boards are peeling up and have dry rot damage</p> <p>Room 115: 4: Floor covering and paint WIP - Summer 2018 7: One light fixture out</p> <p>Room 117: 4: Carpet is old, worn, and stained, seams ripped/pulling apart - needs replacement; ceiling tiles stained and sagging; wall paint scuffed and dirty 7: broken blank cover plate on rear wall</p> <p>Room 118: 4: Carpet is old, worn, and stained, minor rips - needs replacement; wall paint scuffed and dirty; Wallboard by door needs patch and paint</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 306: 4: Carpet is old, worn, and stained, and dirty - needs replacement; Ceiling ties stained (minor) 7: One light fixture is out Room 501: 5: Back room carpet need deep cleaning, messy cluttered 7: light out Room 502 and Storage Closets: Concrete floor 7: Several lights out in main room and one out in closet #2 Storage Room and Corridor: 4: Wall paint mismatched (minor issue) 7: One light fixture is out Wrestling Room: Floor mats, closet room has sink 4: Ceiling tiles stained 7: Several lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	200s Boys Restroom South: 4: Ceiling plaster and paint peeling - needs paint, wall tile cracked, dispenser hoiles in wall tile 8: Handicaped stall out of order 5: Dusty on top of tile, light diffusers dirty 200's Electrical Custodial Room #2: 9: Exterior drinking fountain needs adjustment 200s Girls Restroom South: 4 Interior sife of door paint is bubbling - needs paint 5: One toilet flush valve was not working and had not been flushed since last used - NASTY! Water had evaporated from trap so it was open to the sewer. Room 207: 4: VCT old chipped and stained, ceiling tile hole 9: Sinks are partially diabled 15: Door drags in jamb (minor issue) Room 303: Room has interior sink 4: Old VCT by in decent shape 9: Exterior hose bib is leaking Room 400: VCT floor tile 4: Ceiling and wall tiles damaged stained 9: Exterior drinking fountain needs adjustment Room 403: 4: Carpet worn at door - needs deep cleaning, door scratched 9: Sink drips
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 300: Room has concrete floor. 4 & 12: Drywall and cove base damage due to rat - needs wall and cove base replacement/repair. Formica cabinets delaminating. 5: Room was filthy 6: Rat had chewed through wall - problem is being addressed, room also has ants. Assumed rat and ant problem would be rectified
<b>Structural:</b> Structural Damage, Roofs	Good	Auxiliary Gym Dance Room: 4: Wall paint needs touch up 12: Gym floor has fresh clear coat but floor is reaching the end of its life Backetball Courts: 12: Asphalt has cracks and crack weeds - needs crack fill and slurry coat Handball Courts: 12: Concrete has cracks Main Gymnasium: 4: Wall paint needs touch up 12: Gym floor has fresh clear coat but floor is reaching the end of its life Pool Area: Includes bleachers and shade structure 12: Cracks in concrere deck

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Relocatable 135: Old VCT 7: Surface mount duplex outlet is loose on wall, Junction box cover plate is missing 12: Exterior paneling by door/corner has dry rot</p> <p>Relocatable 139: 4: Carpet is old, worn, stained, and puckers - needs replacement; interior side of door is scratched and scuffed - needs paint; ceiling tiles stained; mod line beam rusted; entryway VCT is chipped 12: Floor is uneven</p> <p>Relocatable 150: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained 6: Rabbit under deck 7: Conductors with wire nuts exposed at upper wall (old low-voltage clock wires?) - should terminate in junction box 12: floor uneven, exterior walls paneling have dry rot wood deck is spongy</p> <p>Relocatable 151: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement 6: Ants 12: Wood deck is spongy</p> <p>Relocatable 152: Exterior wood deck 4: Carpet is old, worn, and stained - needs replacement; ceiling tiles stained; interior side of door is scratched and scuffed - needs paint; walls have chair scuffs - need touch up paint 7: Conductors with wire nuts exposed at upper wall (old low-voltage clock wires?) - should terminate in junction box 12: Wood deck is spongy</p> <p>Relocatable 220: 4: Repaired wall paneling by HVAC register needs paint, interior side of door is scratched and scuffed - needs paint 12: Exterior paneling has termite damage</p> <p>Relocatable 322: Floor covering and paint WIP - summer 2018 7: Two missing duplex cover plates 12: Ramp and foundation skirt boards are peeling up and have dry rot damage</p> <p>Relocatable 323: Floor covering and paint WIP - summer 2018 7: Two missing duplex cover plates 12: Ramp and foundation skirt boards are peeling up and have dry rot damage, rear rain gutter rusted</p> <p>Relocatable 324: Floor covering and paint WIP - summer 2018 7: Cracked duplex cover plate on door wall 12: Ramp and foundation skirt boards are peeling up and have dry rot damage</p> <p>Relocatable Bldg. Trainer's Room: 12: Siding and skirt boards have dryrot</p> <p>Room 300: Room has concrete floor. 4 &amp; 12: Drywall and cove base damage due to rat - needs wall and cove base replacement/repair. Formica cabinets delaminating. 5: Room was filthy 6: Rat had chewed through wall - problem is being addressed, room also has ants. Assumed rat and ant problem would be rectified</p>

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200s Electrical Room #1: 5: Very dusty and dirty, cobwebs - needs cleaning 15: Rusted door louvers Mens Restroom: 4: Old partition mounting holes in walls, paper towel dispenser rusted 15: Door drags in jamb Room 101: 4: Carpet is old, worn and stained - needs replacment; ceiling tiles damaged (holes); wall paint scuffed 15: Rear door draggs on jamb Room 103: 4: Ceiling tiles damaged (holes) 15: Door drags on jamb Storage Room #1 North: 15: Damaged door louvers Storage Room #2 South: 15: Damaged door louvers

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/31/18, 8/1/18, 8/2/18	
Overall Rating	Fair

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	72.0	74.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	44.0	40.0	43.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	568	98.10	74.20
Male	292	285	97.60	67.49
Female	287	283	98.61	80.92
Black or African American	14	14	100.00	42.86
American Indian or Alaska Native	--	--	--	--
Asian	118	116	98.31	88.70
Filipino	26	25	96.15	72.00
Hispanic or Latino	124	124	100.00	64.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	273	266	97.44	74.34
Two or More Races	15	15	100.00	80.00
Socioeconomically Disadvantaged	91	86	94.51	59.30
English Learners	18	17	94.44	35.29
Students with Disabilities	37	37	100.00	27.78
Foster Youth	--	--	--	--

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  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	559	96.55	43.83
Male	292	281	96.23	40.21
Female	287	278	96.86	47.48
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	118	115	97.46	73.04
Filipino	26	25	96.15	64
Hispanic or Latino	124	122	98.39	18.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	273	261	95.6	41
Two or More Races	15	15	100	53.33
Socioeconomically Disadvantaged	91	83	91.21	28.92
English Learners	18	16	88.89	25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	37	34	91.89	11.76
Foster Youth	--	--	--	--

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### Career Technical Education Programs (School Year 2017-18)

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. Counselors also 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 Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1495
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	65.9

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.2	19.5	65.1

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.

## 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 2018-19)

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.

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.6	2.1	2.9	4.8	2.6	5.1	10.7	9.7	9.1
<b>Graduation Rate</b>	96.9	97.6	95.3	93.6	96.8	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	98.6	93.9	88.7
<b>Black or African American</b>	100.0	90.2	82.2
<b>American Indian or Alaska Native</b>	0.0	100.0	82.8
<b>Asian</b>	99.0	98.3	94.9
<b>Filipino</b>	95.7	95.9	93.5
<b>Hispanic or Latino</b>	99.1	92.9	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	97.7	93.9	92.1
<b>Two or More Races</b>	100.0	93.9	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	100.0	88.6
<b>English Learners</b>	58.3	70.0	56.7
<b>Students with Disabilities</b>	89.5	74.9	67.1
<b>Foster Youth</b>	100.0	84.2	74.1

## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.5	2.2	1.3	3.1	3.1	2.8	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	26.0	32	9	47	27.0	28	8	46	26.0	32	18	42
<b>Mathematics</b>	31.0	14	13	44	32.0	14	7	44	33.0	10	7	45
<b>Science</b>	35.0	6	8	46	34.0	8	12	41	33.0	7	14	42
<b>Social Science</b>	32.0	12	10	42	33.0	10	8	42	31.0	13	6	42

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	480
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4732.92	\$40.51	\$4692.41	\$57,022.62
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-28.4	-36.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-41.2	-34.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Canyon High School provides services to all students, including G.A.T.E. identified, special education (both resource specialist program and special day students), 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 school's goals and mission.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	2	N/A
<b>English</b>	15	N/A
<b>Fine and Performing Arts</b>	2	N/A
<b>Foreign Language</b>	2	N/A
<b>Mathematics</b>	8	N/A
<b>Science</b>	7	N/A
<b>Social Science</b>	18	N/A
<b>All courses</b>	54	38.6

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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).

The school schedule for 2018-2019 provides one hour per week of staff development during late start Wednesdays. These days are used for staff meetings, department meetings, course-a-like PLCs, and Department Projects working on assessment.

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 Late Start days, District department articulation programs, and a variety of off-campus seminars, workshops, and conferences.