Canyon Oaks Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Canyon Oaks Elementary School
Street	475 Silver Oak Trail
City, State, Zip	American Canyon, CA 94503
Phone Number	(707) 265-2363
Principal	Stephanie Vasquez
Email Address	svasquezl@nvusd.org
School Website	https://canyonoaks.nvusd.org/
Grade Span	K-5
County-District-School (CDS) Code	28662660109140

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

Vision Statement: Celebrating the hearts, minds and actions of our learners as they THRIVE.

Mission: Canyon Oaks is a diverse and inclusive school community that promotes being our BEST with an outward mindset and the skills to THRIVE towards a college, career and life's work.

Core values utilizing THRIVE:

2024-25 School Description and Mission Statement

Transform- Encouraging personal growth and positive change
Harmony- Promoting inclusivity, balance and a sense of belonging
Rigor- Upholding high academic and behavioral standards
Innovate- Embracing creativity, new ideas and forward-thinking approaches
Vision- Setting ambitious goals for the future and working towards them with clarity and purpose
Engage- Actively involving all members of the school community in learning and development

School Description: Nestled in the foothills of the city of American Canyon, Canyon Oaks Elementary School serves students in Transitional kindergarten through grade five. Canyon Oaks opened in the Fall of 2005. Home to the Mighty Oaks, Canyon Oaks Elementary School serves a diverse community of learners. The school's focus is on a whole-child approach to teaching and learning in order to promote a caring and inclusive social-emotional, academic, physical and behavioral success for ALL. Students at Canyon Oaks receive excellent academic instruction supported by collaborative grade-level teams, research-based instructional programs, and highly effective student engagement strategies. Additionally, students are supported by the school-wide Positive Behavior Support programs/BEST, Toolbox SEL, Second Step, and Restorative Practices. Staff, students, and parents work together to create a sense of community through special events and programs. Canyon Oaks Parent Teacher Organization hosts an annual Trunk or Treat, STEAM Fest in the winter and our Arts Festival in Spring. These events are designed to bring our school community together and celebrate the work and talents of children. Monthly BEST assemblies highlight our school focus to Be Safe, Be Respectful, Be Responsible, and Be Kind; including the recognition of student leaders from each class as Student of the Month. Students teach each other about what it means to be a “Mighty Oak”.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	92
Grade 2	114
Grade 3	128
Grade 4	120
Grade 5	113
Total Enrollment	680

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.6
American Indian or Alaska Native	0.9
Asian	13.7
Black or African American	6.3
Filipino	23.1
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.6
White	5.6
English Learners	21.2
Foster Youth	0.4
Homeless	2.2
Migrant	0.6
Socioeconomically Disadvantaged	62.2
Students with Disabilities	11.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	86.75	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.79	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.97	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.49	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	28.60	100.00	753.20	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	96.28	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.72	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	26.80	100.00	731.40	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	95.67	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.29	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	28.00	3.98	14303.80	5.15
Total Teaching Positions	27.70	100.00	704.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1.1
Misassignments	2.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.40	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Canyon Oaks Elementary School takes pride in its commitment to using standards-based textbooks and instructional materials in core subjects, which are officially adopted by the State Board of Education (SBE). Alignment with Educational Standards: Our use of SBE-adopted materials ensures that our curriculum is aligned with state and national educational standards. This alignment is vital for providing students with a high-quality education and preparing them for success in standardized assessments.

Consistency and Quality: SBE-adopted materials are carefully reviewed and selected for their quality and alignment with educational goals. By using these materials, we can maintain consistency and ensure that all students have access to the same high-quality resources. Support for Teachers: SBE-adopted materials provide valuable support for our educators. They offer comprehensive lesson plans, assessments, and resources that help teachers deliver effective instruction while meeting curriculum standards.

Continuous Improvement: We remain committed to staying current with educational standards and adopting the latest SBE-approved materials as they become available. This ongoing process ensures that our curriculum remains up-to-date and aligned with the ever-evolving needs of our students. Canyon Oaks Elementary School's use of standards-based textbooks and instructional materials represents our dedication to providing a rigorous and comprehensive education that prepares students for academic success. We will continue to rely on these high-quality resources to uphold the educational excellence our students deserve.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Education Company, Benchmark Advance, 2015, Gr. K–5 A: All students	Yes	0%
Mathematics	Q: Good C: The Math Learning Center, Bridges in Mathematics (K-5) - 2014 A: All students	Yes	0%
Science	Q: Good C: Discovery Science (K-5) A: All students	Yes	0%

History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%
Foreign Language		No	0%
Health		Yes	0%
Visual and Performing Arts		No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Canyon Oaks Elementary School, constructed in 2005, stands as a testament to our commitment to providing students with a safe and conducive learning environment. Our school is known for its excellent condition, and we take great pride in maintaining our facilities to the highest standards. We recently have had facilities improvement through our school districts and communities support in modernizing our school with outdoor learning spaces and covered lunch table areas on our campus.

Physical Condition: Since its construction, our school has been meticulously cared for. The grounds are beautifully landscaped, creating a welcoming and inspiring atmosphere for students and staff. All school buildings have been well-maintained, ensuring they remain in optimal condition.

Safety and Cleanliness: Safety and cleanliness are of paramount importance at Canyon Oaks. We prioritize regular inspections and maintenance to uphold safety standards. Our clean and well-maintained, park-like facilities are a reflection of our dedication to providing a healthy and secure space for learning.

Ongoing Commitment: While our school facilities are currently in great condition, we remain committed to continuous improvement. Our school facilities has received upgrades and modernization from the recent local bond initiative.
We continue to invest in maintenance and upgrades of our school to ensure that our students have access to modern and safe facilities that support their educational needs.

Year and month of the most recent FIT report	9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	59	55	42	40	46	47
Mathematics (grades 3-8 and 11)	51	46	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	359	98.36	1.64	54.60
Female	188	183	97.34	2.66	60.11
Male	176	175	99.43	0.57	49.14
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	55.26
Black or African American	28	27	96.43	3.57	44.44
Filipino	92	92	100.00	0.00	67.39
Hispanic or Latino	152	147	96.71	3.29	45.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	57.14
White	17	17	100.00	0.00	76.47
English Learners	57	52	91.23	8.77	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	226	220	97.35	2.65	44.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	25.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	362	99.18	0.82	46.41
Female	188	185	98.40	1.60	42.16
Male	176	176	100.00	0.00	51.14
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	60.53
Black or African American	28	27	96.43	3.57	22.22
Filipino	92	92	100.00	0.00	61.96
Hispanic or Latino	152	150	98.68	1.32	39.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	34.29
White	17	17	100.00	0.00	58.82
English Learners	57	56	98.25	1.75	10.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	40.00
Socioeconomically Disadvantaged	226	224	99.12	0.88	37.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	25.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.90	36.52	25.38	23.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14	0.86	36.52
Female	69	68	98.55	1.45	33.82
Male	46	46	100.00	0.00	41.30
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	56.52
Hispanic or Latino	46	45	97.83	2.17	15.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	27.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.4	98.2	98.2	97.4	98.2

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.

2024-25 Opportunities for Parental Involvement

At Canyon Oaks, we firmly believe that the active involvement of parents is integral to the success of our students and the school community as a whole. We offer a variety of opportunities for parents to engage with their children's education and contribute to the betterment of our school. Here are some of the ways in which parents can get involved:
Parent-Teacher Organization (PTO): Our PTO is instrumental in strengthening the partnership between school and home. Parents can join the PTO to participate in decision-making, volunteer for school events, and collaborate on initiatives that enhance the educational experience for all students.
Volunteer Opportunities: We encourage parents to volunteer in various capacities, from assisting in classrooms to participating in school events and fundraisers. Volunteering is a fantastic way to connect with the school community, gain insight into your child's educational experience, and contribute your skills and expertise.
School Site Council (SSC): The SSC is a crucial decision-making body at Canyon Oaks, with parents, teachers, staff, and administrators working together to develop and evaluate the school's improvement plan, ensuring that our resources are used effectively for the benefit of all students.
English Language Advisory Committee (ELAC): ELAC focuses on supporting our English Language Learners (ELLs) and their families. Joining ELAC allows parents to create a supportive and inclusive environment for ELL students, offering input on language programs and resources to facilitate academic success.
Coffee with the Principal and Information Sessions: We regularly organize Coffee & Conversations and information sessions on topics like curriculum updates, college preparation, understanding educational technology, available resources by community partners. These sessions empower parents with the knowledge and tools needed to support their children's learning journey effectively.

By actively participating in these opportunities for parent involvement, you not only contribute to the success of your child but also play a crucial role in the continued growth and improvement of Canyon Oaks Elementary. We welcome your engagement and look forward to working together to create a vibrant and supportive learning environment for our students. For further information on parent involvement opportunities, please contact Stephanie Vasquez, Principal (svasquez@nvusd.org); Martha Franco (martha_franco@nvusd.org); Jaymie Hall, PTO President (thecanyonoakspto@gmail.com).

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	696	691	126	18.2
Female	351	349	62	17.8
Male	344	341	64	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	95	15	15.8
Black or African American	46	45	14	31.1
Filipino	157	157	18	11.5
Hispanic or Latino	275	271	55	20.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	72	12	16.7
White	40	40	7	17.5
English Learners	157	154	28	18.2
Foster Youth	--	--	--	--
Homeless	22	21	6	28.6
Socioeconomically Disadvantaged	443	438	96	21.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	102	27	26.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.58	1.66	1.44	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.44	0.00
Female	1.71	0.00
Male	1.16	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	1.05	0.00
Black or African American	6.52	0.00
Filipino	0.64	0.00
Hispanic or Latino	0.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	1.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Canyon Oaks Elementary School remains steadfast in its dedication to ensuring the safety and well-being of our students and staff. With the unwavering support of the School Site Council (SSC) and the BEST Team, we have developed and diligently maintained a comprehensive school safety plan (CSSP) that encompasses all aspects of safety within our school community. The CSSP is a living document that undergoes annual reviews and updates, with approval by the School Site Council and the Napa Unified School District Board of Education. In its most recent iteration, the CSSP was meticulously reviewed and updated by SSC on October 24, 2024.

Our commitment to safety extends well beyond the boundaries of our campus, as we continue to collaborate closely with the American Canyon Fire Department and the American Canyon Police Department. This partnership ensures that our staff is well-prepared, well-trained, and equipped with the latest knowledge about state and federal guidelines, all of which are fundamental in providing a secure and thriving learning environment for our students.

At Canyon Oaks, we recognize that safety encompasses not only physical well-being but also the nurturing of emotional and social growth among our students. To achieve this, we consistently implement a variety of programs, including the school-wide Positive Behavior Program/BEST, the problem-solving program Second Step, Restorative Practices and Toolbox SEL, a program that incorporates twelve unique tools. These tools are introduced, modeled, practiced, and celebrated throughout our school community, fostering pro-social skills that are essential for self-regulation and strategies for success. This continued commitment to both physical safety and social-emotional learning ensures that Canyon Oaks Elementary School continues to provide a secure and nurturing environment for all students and staff members. These initiatives aim to support our students in developing pro-social skills, character development, and positive approaches to conflict resolution.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		4	
2	24		4	
3	26		4	
4	32		4	
5	32		3	
Other	27		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		4	
2	33		3	1
3	26		4	
4	32		3	
5	31		5	
Other	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		4	
2	33		3	1
3	26		4	
4	32		3	
5	30		3	
Other	27		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,060	$11	$7,050	$99,771
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	11.3	2.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-41.8	2.0

Fiscal Year 2023-24 Types of Services Funded

At Canyon Oaks Elementary School, we prioritize the allocation of funding to support an extensive array of services aimed at enriching our students' educational experience and overall well-being. These vital services encompass a wide spectrum, including: Instructional Support, Special Education Services, Counseling and Mental Health Services, ALPS, Professional Development, Extracurricular Activities, STEAM, Art, Safety and Security, Technology Infrastructure, Community Engagement, Health and Nutrition Services, Library and Learning Resources, ELOP and Boys & Girls Club.

Our allocation of funds is guided by our unwavering commitment to providing a high-quality education and ensuring the success and well-being of each and every student. We remain flexible in adapting the specific services funded to meet the evolving needs of our dynamic school community.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The SWIFT-FIA is a self-assessment tool used by our Muti-Tiered System of Support (MTSS) Team and staff to examine the current implementation status of different research-based, school-wide equity-based inclusive practices. Our MTSS team

Professional Development

administer the FIA through engaging in structured discourse and examining related evidence specific multi-tiered systems of support (academic, behavorial/social-emotional). By periodically assessing implementation levels throughout the school year - and across multiple years - Our MTSS team is able to monitor their schools' development of systemic capacity. In analysis of the needs and focused goals for professional development each academic school year, our teaching team participates in a site-based initiative survey gathering information on the implementation level of our programs. Data of each district and site provided program is reviewed for use and effectiveness in closing the achievement gap.
Universal Screening data for academic achievement (STAR Assessments), behavioral and social-emotional data (Strengths and Difficulties Questionnaire) are utilized to set Learning Sprint goals. Utilizing data-informed practices aligned to teaching and learning goals, short and long-term professional development is established. Staff participate in workshops, conferences, and professional learning both during and after school.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5