

# Plum Canyon Elementary

28360 North Alfred Way • Saugus, CA 91350 • (661) 294-5365 • Grades K-6

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<http://plumcanyon.saugusd.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Saugus Union Elementary School District**

24930 Avenue Stanford  
Santa Clarita, CA 91355  
(661) 294-5300  
[www.saugusd.org](http://www.saugusd.org)

#### **District Governing Board**

Julie Olsen

**President, Trustee Area 3**

Laura Arrowsmith

**Clerk, Trustee Area 2**

David Barlavi

**Member, Trustee Area 1**

David Powell, Ph.D.

**Member, Trustee Area 4**

Christopher Trunkey

**Member, Trustee Area 5**

#### **District Administration**

Colleen Hawkins, Ed. D.

**Superintendent**

Isa De Armas, Ed. D.

**Assistant Superintendent  
Education Services**

Nick Heinlein

**Assistant Superintendent  
Business**

Jennifer Stevenson, Ed. D.  
**Assistant Superintendent  
Human Resources**

### **School Description**

"Plum Canyon Elementary School is committed to promoting a positive and safe environment that empowers students to excel in their personal and academic goals."

Plum Canyon Elementary School, a California Gold Ribbon School, provides a supportive and nurturing environment that gives our more than 700 students in transitional kindergarten through sixth grade an opportunity to build confidence to apply new learning and assume leadership roles. Our rigorous and student centered academic program is designed to help each individual expand his or her desire and ability to acquire and apply knowledge. An emphasis on developing academic language across disciplines prepares our students for bold explorations of 21st century challenges. Opportunities for students to apply the "Four C's" - Critical Thinking, Communication, Collaboration and Creativity are evident in all classrooms through arts integration and project based learning.

Plum Canyon is a Positive Behavior and Intervention Supports (PBIS) California State Silver Level School. Students are explicitly taught consistent, school-wide behavior expectations with an emphasis on PRIDE - Positivity, Respect, Integrity, Determination, and Excellence!

Our school is privileged to have parents with a high degree of involvement in the education of their children. Volunteers work daily in the classroom, sit on site and district oversight committees, support technology, the arts, as well as PTA. Our mission is to provide an education that inspires each individual child to love learning, embrace challenges, build character, and cultivate creativity so that they continue to develop as kind, caring citizens.

### **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).

### **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 the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	95
Grade 2	101
Grade 3	105
Grade 4	104
Grade 5	90
Grade 6	101
<b>Total Enrollment</b>	<b>706</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
Asian	6.8
Filipino	5
Hispanic or Latino	30.2
White	47.5
Two or More Races	6.7
Socioeconomically Disadvantaged	13.6
English Learners	7.5
Students with Disabilities	10.8
Foster Youth	0.1
Homeless	0.6

## 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 for Plum Canyon	17-18	18-19	19-20
With Full Credential	25	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Saugus Union	17-18	18-19	19-20
With Full Credential	♦	♦	365
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Plum Canyon Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: 8/16/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill K-6 Certified 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Playground supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire and earthquake drills to ensure preparedness in the event of an emergency. As part of our disaster preparedness plan students bring a "comfort kit" which they would use in the event of a disaster.

The district-operated parent-supported childcare program and Fun for Fours Program on campus provides reasonably priced, safe, supervised before and after school care.

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

Year and month in which data were collected: 12/26/2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	73	65	66	50	50
Math	53	65	53	56	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.9	29.9	48.3

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	402	399	99.25	73.18
Male	226	224	99.12	67.86
Female	176	175	99.43	80.00
Black or African American	15	15	100.00	46.67
Asian	32	32	100.00	90.63
Filipino	16	16	100.00	93.75
Hispanic or Latino	133	132	99.25	68.94
White	189	187	98.94	71.66
Two or More Races	17	17	100.00	94.12
Socioeconomically Disadvantaged	57	55	96.49	69.09
English Learners	34	34	100.00	55.88
Students with Disabilities	59	58	98.31	44.83
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	402	400	99.50	64.75
Male	226	224	99.12	66.07
Female	176	176	100.00	63.07
Black or African American	15	15	100.00	40.00
Asian	32	32	100.00	84.38
Filipino	16	16	100.00	87.50
Hispanic or Latino	133	133	100.00	59.40
White	189	187	98.94	64.71
Two or More Races	17	17	100.00	70.59
Socioeconomically Disadvantaged	57	56	98.25	53.57
English Learners	34	34	100.00	47.06
Students with Disabilities	59	58	98.31	43.10
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

## 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 2019-20)

Active parent involvement on a daily basis sends a powerful message to our students: Learning is the single most valued activity and it has a profound impact on all of our lives. At Plum Canyon, we welcome parent involvement and engagement in all aspects of our educational community.

During an average week, more than one hundred parents volunteer at Plum Canyon School. Additionally, Plum Canyon Parent Teacher Association (PTA) Board Members collectively log thousands of service hours each year. Parents work in classrooms, serve as field trip chaperones, and attend various school events, such as parent/teacher conferences, Back-to-School Night and Open House.

Our active Parent Teacher Association (PTA) engages parents in a wide variety of activities that include Parent Education Workshops, First-Aid Training, Book Fairs, Holiday Food Drives and Family-Fun-Nights. This year the PTA has funded an artist-in-residence program for grades kindergarten through sixth grade.

Plum Canyon parents represent our school at the district's Parent Advisory Council, Measure EE Citizens Oversight Committee and Facilities Committees. On our school Site Council, parents voice their opinions and influence improvements on our campus. Parent groups are empowered to provide input in our School Plan for Student Achievement and District LCAP on a regular basis.

### 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.

### School Safety Plan

Plum Canyon Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Plum Canyon's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Plum Canyon Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.4	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1765.0

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

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		23		5		22		5	
1	25		4		25		4		24		4	
2	28		3		25		4		25		4	
3	26		3		28		3		26		4	
4	31		3		31		3		32		2	1
5	25		4		33			3	33		1	2
6	34			3	34			3	34			3
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Plum Canyon education is the direct result of a highly qualified team of exceptional teachers. The instructional needs of our students steer the direction of our professional development. All teachers engage in opportunities to stay at the cutting edge of professional practice in the areas of strategic instructional strategies, academic language development, direct instruction, arts integration, technology and physical education. Sharing and collaboration are commonplace. Teachers attend professional conferences and actively participate in site enrichment. Students sense the passion and love of learning our teachers have, and are inspired to do the same.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$45,741
Mid-Range Teacher Salary	\$80,770	\$81,840
Highest Teacher Salary	\$95,203	\$102,065
Average Principal Salary (ES)	\$126,537	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,575	\$2,792	\$6,783	\$80,632
District	N/A	N/A	\$7,049	\$81,332.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.8	-0.9
School Site/ State	-10.1	-2.5

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

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.