

Canyon Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	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	Julie Herdell (interim)
Email Address	jherdell@nvusd.org
Website	https://canyonoaks.nvusd.org
County-District-School (CDS) Code	28662660109140

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

School Description and Mission Statement (School Year 2019-20)

Description: Canyon Oaks Elementary School is a diverse school supporting student learning both academically and socially. Students named the school and selected the mascot “The Mighty Oak” to show the strength of character and wisdom. 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, 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 our annual Harvest Festival in October and Spring Arts Festival in May. These events are designed to bring our school community together and celebrate our children. Monthly BEST assemblies highlight our school focus to Be Safe, Be Respectful, Be Responsible, and Be your BEST, including the recognition of student leaders from each class and monthly character traits. Students teach each other about what it means to be a “Mighty Oak”.

Mission Statement: Canyon Oaks students will acquire the knowledge and skills necessary to help them develop a lifetime love of learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	128
Grade 2	86
Grade 3	124
Grade 4	118
Grade 5	140
Total Enrollment	682

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	11.6
Filipino	33.4
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.4
White	11.4
Two or More Races	6.6
Socioeconomically Disadvantaged	39
English Learners	20.5
Students with Disabilities	12.2
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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	27	26	749
Without Full Credential	1	0	1	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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)

Year and month in which data were collected: September 2019

All textbooks and instructional materials in core subjects are standards-based materials adopted by the State Board of Education (SBE).

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: Harcourt Brace: Harcourt Science (K-5) - 2006 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Canyon Oaks Elementary School, built in 2005, is in excellent condition. Grounds are clean and well-maintained, as are all school buildings.

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

Year and month of the most recent FIT report: 1/4/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair needed and action taken or planned to correct interior concerns.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Repairs have been addressed and corrected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	69	47	48	50	50
Mathematics (grades 3-8 and 11)	62	62	34	35	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	372	100.00	0.00	68.55
Male	212	212	100.00	0.00	64.62
Female	160	160	100.00	0.00	73.75
Black or African American	18	18	100.00	0.00	55.56
American Indian or Alaska Native					
Asian	43	43	100.00	0.00	79.07
Filipino	128	128	100.00	0.00	81.25
Hispanic or Latino	105	105	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	46	100.00	0.00	65.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00	0.00	90.00
Socioeconomically Disadvantaged	149	149	100.00	0.00	49.66
English Learners	126	126	100.00	0.00	53.97
Students with Disabilities	52	52	100.00	0.00	44.23
Students Receiving Migrant Education Services	--	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	372	100.00	0.00	61.56
Male	212	212	100.00	0.00	60.85
Female	160	160	100.00	0.00	62.50
Black or African American	18	18	100.00	0.00	27.78
American Indian or Alaska Native					
Asian	43	43	100.00	0.00	79.07
Filipino	128	128	100.00	0.00	75.00
Hispanic or Latino	105	105	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	46	100.00	0.00	60.87
Two or More Races	30	30	100.00	0.00	76.67
Socioeconomically Disadvantaged	149	149	100.00	0.00	44.97
English Learners	126	126	100.00	0.00	49.21
Students with Disabilities	52	52	100.00	0.00	42.31
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.1	25.9	15.8

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.

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)

Parents may participate in the Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC). Parent volunteers help supervise students during Whew Hew Wednesday, assist in the classroom, and participate in a variety of parent activities offered through the PTO and school. For further information on parent involvement opportunities, please contact Julie Herdell, Principal (interim) at 707-265-2363, Angela Barretta, Parent Volunteer Coordinator at coesvolunteer@gmail.com or Karina Servente, PTO President at thecanyonoakspato@gmail.com.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Canyon Oaks Elementary School along with the support of the School Site Council and BEST Team developed a comprehensive safety plan to ensure the safety of students and staff. With the support of the American Canyon Fire Department and the American Canyon Police Department, Canyon Oaks continues to strengthen the knowledge and training of staff to meet state and federal guidelines. We consistently implement the school-wide Positive Behavior Program/BEST, the problem-solving program Second Step, and Restorative Practices to support student character development and develop positive approaches to conflict resolution.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

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	24		4		24		5		24		4	
1	24		4		24		3		24		5	
2	26		4		26		4		26		3	
3	26		5		26		5		26		5	
4	32		3		31		4		31		3	
5	31		5		27	1	4		28	1	5	
Other**	8	1										

*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.

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

Title	Ratio
Academic Counselors*	1136.7

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,254	\$138	\$5,116	\$80,762
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-25.8	3.5
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-32.8	1.4

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 2018-19)

Resource (RSP), Speech and Language, and Gifted and Talented Education (ALPS) programs are available to students. All students participate in arts instruction supported by the Parent Teacher Organization (PTO).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

Both academic achievement and social-emotional data are utilized to determine staff professional development. Staff participate in workshops, conferences, and professional learning both during and after school. A 1.0 FTE site Academic Specialist supports staff with implementation.