



Canalino Elementary School

1480 Linden Avenue • Carpinteria, CA 93013 • 805-684-4141 • Grades K-5

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<https://sites.google.com/a/cusd.net/canalino/>

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

Carpinteria Unified School District

1400 Linden Avenue
Carpinteria, CA 93013
805-684-4511
www.cusd.net

District Governing Board

Jayne Bray
Rogelio Delgado
Sally Green
Michelle Robertson
Andy Sheaffer

District Administration

Diana F. Rigby
Superintendent
Maureen Fitzgerald
**Assistant Superintendent, Business
Services**

School Description

Canalino is a neighborhood school on a sprawling campus located in the Carpinteria Valley near Santa Barbara, serving kindergarten through fifth grade students taught by 27 highly qualified teachers, five credentialed special educators, an academic school counselor, and an instrumental music teacher. In addition, the school curriculum includes visual arts, theater, choral music and dance lessons to every student, and monthly assemblies for enrichment in the arts. Twelve well-qualified instructional assistants work closely with each of the teachers to increase student learning.

Mission statement

Canalino Elementary School provides our students with a motivating and thought-provoking educational program that meets the needs of the whole child. We encourage all students to reach their highest potential as confident, respectful, problem-solving life-long learners. We achieve this through strong and unique connections between school, home, and community.

Classrooms are equipped with Chromebooks and charging carts to enable technology based instruction daily.. Canalino has a Positive Behavioral Support Plan with Four Expectations consistently reinforced in every classroom and area of the school. They are: Be Safe, Be Respectful, Make Good Decisions, and Solve Problems. Second Step social and emotional curriculum has been added to continue to develop positive character traits in children.

Canalino relies on community, family support, and volunteers for tutoring and small group instruction. The Parents for Canalino's mission statement is as follows: The Mission of Parents for Canalino is to promote and support the high quality educational and enrichment programs offered at Canalino School. These programs will encourage the development of critical thinkers, enthusiastic learners and responsible citizens. Parents for Canalino will encourage parent involvement through various volunteer opportunities at Canalino School. The staff, students and parents will support one another, treat and respect each other as valued individuals.

The local universities generously provide well-trained pre-professional, paraprofessionals, and student teachers to work in the classrooms. Many of these students have become teachers at Canalino.

The Council on Drug and Alcohol Abuse provides counseling programs for parents and mentors for students and families for all CUSD schools. A Medical Therapy Unit offers physical therapy to public school students in the South County.

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	124
Grade 1	98
Grade 2	80
Grade 3	80
Grade 4	80
Grade 5	68
Total Enrollment	530

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.3
Filipino	0.4
Hispanic or Latino	73.4
White	23.6
Two or More Races	0.9
Socioeconomically Disadvantaged	60.4
English Learners	41.3
Students with Disabilities	12.1
Foster Youth	0.2
Homeless	2.8

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 Canalino Elementary	17-18	18-19	19-20
With Full Credential	24	26	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carpinteria Unified	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Canalino Elementary School

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)

Carpinteria Unified School District selects textbooks and other instructional materials from the most recent list of Standards-based materials adopted by the State Board of Education. Students have current textbooks in the core areas of the curriculum and textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The District has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. Every student has access to his or her own textbook for each subject area.

Carpinteria Unified School District adopted a new K-5 Language Arts program during the 2017-18 school year and was purchased and implemented in the 2018-19 school year. Kindergarten through third graders use Wonders, by MacMillan McGraw Hill. Fourth and fifth grade students use Ready Gen, by Pearson. In the 2015-16 school year, teachers across elementary sites piloted math programs, and enthusiastically recommended the Bridges math program, from the Math Learning Center. It is now being implemented with rave reviews in all classrooms. A new science program, Full Option Science System, by Pearson, was adopted in the 2017-18 school year and was purchased and implemented in the 2018-19 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders (K-3), MacMillan McGraw Hill (2018) Ready Gen (4th-5th), Pearson (2018) Transitional Kindergarten: Splash into Pre-K, Houghton Mifflin (2012) Big Day in Pre K, Houghton Mifflin Harcourt (2015) CA Excursions, Houghton Mifflin Harcourt (2010) Dual Language Immersion: Estrellita, Estrellita Publisher (2010) Maravillas, McGraw Hill (2013) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges Math Program, The Math Learning Center (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Full Option Science System (FOSS), Scott Foresman (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Reflections (K-5), Harcourt (2006) 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)

Canalino School was built in 1955. The school is well maintained by three full-time equivalent (FTE) custodians: one during the day, and two in the evening. District facilities, maintenance, and grounds managers adequately repair, replace, and provide major upkeep to the school. Future modernization would update restrooms, and add additional power for technology usage. There is an extensive asphalt blacktop, large grass play area with play equipment, and 39 well equipped classrooms. All rooms, including bathrooms, are handicapped accessible. The facility has an office area, after-school rooms, cafeteria/auditorium, and multimedia center. All classrooms have access to wireless printers at five locations on campus. These systems reduce the electrical load at the site. A county Medical Therapy Unit is housed in a portable classroom, which provides physical therapy for qualified students. Playground equipment is checked regularly for safety, as are the classrooms. Earthquake and fire drills are practiced monthly, and each classroom has an emergency pack stocked with first aid supplies. The transportation supervisor conducts a school bus safety program yearly. Supervisors are assigned to the parking lots during arrival and dismissal times, and supervise recess and lunch activities. Recently completed facility improvements included an additional handicapped drinking fountain, which was completed on February 22, 2008. In October 2013, irrigation was installed in one of the green belts between wings 1 and 2. In the summer of 2016, the cafeteria/multi-purpose room was remodeled, with new flooring, paint, tables, and benches, using the first of the Measure U bond money voters had approved in 2014. The Canalino Preschool was moved to a fenced in area of the school requiring upgrades in the room and outside play area. Both projects were District funded. Our school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision. The principal and custodial staff work closely together to maintain the campus environment. We operate an online work order system that maintenance crews prioritize and see to it that the school is safe, clean, and in good repair. The Canalino Preschool was located in a regular Kindergarten room and they were using the regular school play area. The students only went outside when no other children were using the area. It was determined that the Preschool needed to be moved to a room used by another class, but had a totally fenced in play area. This Preschool room has had new tiles and carpet, and the "cubbies" have been upgraded. The play area has had a swing, sandbox, irrigation, and benches added. The program is now functioning and increasing in size because of the improvements.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter needs to be cleared out in Room T6, Room 34 and Room 35
Electrical: Electrical	Good	Electrical panel blocked in Room T3
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Room 39 has no fire alarm
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	40	41	45	48	50	50
Math	32	38	39	44	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	23.9	22.4	13.4

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	225	217	96.44	40.55
Male	121	115	95.04	39.13
Female	104	102	98.08	42.16
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	174	97.21	35.06
White	39	36	92.31	61.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	152	96.82	32.24
English Learners	131	128	97.71	29.69
Students with Disabilities	30	24	80.00	16.67
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	225	218	96.89	38.07
Male	121	116	95.87	37.93
Female	104	102	98.08	38.24
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	175	97.77	33.71
White	39	36	92.31	52.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	153	97.45	29.41
English Learners	131	129	98.47	31.78
Students with Disabilities	30	24	80.00	16.67
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)

Opportunities for parent involvement include:

- Parents for Canalino (PFC)
- Spanish-speaking parent group (ELAC)
- Monthly Family Picnic Lunch event

Family Math Night and Family Science Night annually

- School Site Council (SSC)
- Classroom/cafeteria volunteers
- Carpinteria Children's Project Programs

Canalino School is located in a small community, where active parental participation highly valued. PFC is the fundraising group of parents, and provides many volunteers for the classroom and activities on campus. SSC is the governing committee of elected teachers, parents, and classified members. COPLA has an elected parent board that regularly provides outside speakers and teacher presenters to educate parents on how to assist their students in the educational process.

For more information on how to become involved, contact Christie Cooney, President, at (805) 684- 4141 or jpersoon@cusd.net.

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

The School Site Safety Plan is updated yearly in August, and on an ongoing basis as needed through the year. The plan is discussed at the first staff meeting. The emergency supply bin placed on campus by Direct Relief International is reevaluated, and supplied annually. Each classroom has a red emergency backpack, which is checked and refilled yearly. Disaster drills are conducted school wide on a monthly basis; they include fire, earthquake, bomb, and intruder drills. Safety is a standing item for monthly campus leadership minutes and monthly campus staff meetings. All visitors are required to sign in through the front office and wear a visitor's badge. In addition, all staff wear badges for easy recognition. Staff participate in monthly online trainings for safety called Hour Zero.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019. The Plan provides the school staff with emergency preparedness for earthquakes, and other major disasters. It outlines release to parents, evacuation, and search and rescue team processes. The Plan is currently being revised and edited according to the School Safety Plan Checklist provided by the California Department of Education. The review is being done by the site safety committee, a subcommittee appointed by the Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.9	4.1	4.7
Expulsions Rate	0.5	0.3	0.2

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*	530.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	.5

* 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	20	2	5		20	3	4		19	5	2	
1	21	1	3		20	3	1		24		4	
2	20	3	1		26		3		19	4		
3	22		3		26		3		25		3	
4	29		2		28		2		30		2	
5	25	1	3		28		3		29		3	
Other**					8	1			6	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	1

The district and school staff participate in professional development, training includes workshops in the area of language arts, ELD, math, and Next Generation Science Standards; aligning content standards with assessment and instruction; and meeting the needs of economically disadvantaged students and English Learners. Additional professional development is offered to meet specific teacher/aide needs through site, district, and county workshops; conferences; and, for beginning teachers, Teacher Induction Program (TIP.) Principals have gone through AB75 training to help them in carrying out the many responsibilities of a site administrator, including assisting teachers in improving instruction and meeting the needs of under-performing students. The training also includes extensive data analysis.

Professional development days are scheduled each year and facilitated by the district administrative team. The content of the training is determined by teachers and administrators and focuses on identified needs. Training on Hour Zero is also provided to all staff, a district wide safety program.

Monthly grade level and department meetings are held at each school site to provide time for ongoing teacher training, dialogue, problem solving, monitoring student progress, and meeting needs of students.

Early release days occur every Wednesday throughout the year for elementary schools and middle school. During this release time, specific training is conducted according to teacher needs and interests, and school-wide goals. Teachers meet once a month in grade level teams to plan and prepare for the math and ELA program implementation.

Administrators and teachers have received training in data analysis and how to use the findings to improve student performance through the Professional Learning Community format.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$46,208
Mid-Range Teacher Salary	\$	\$72,218
Highest Teacher Salary	\$	\$92,742
Average Principal Salary (ES)	\$	\$134,864
Average Principal Salary (MS)	\$	\$118,220
Average Principal Salary (HS)	\$	\$127,356
Superintendent Salary	\$	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	33%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Title II (Teacher & Principal Training & Recruiting)
- Title III (Limited English Proficient Students)
- GATE (Gifted and Talented Education)
- TIP (Teacher Induction Program)
- Special Education
- National School Lunch Program
- After School Education and Safety Grant (ASES)

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,320	731	6,588	77,098
District	N/A	N/A	9,398	79,737
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.2	-3.4
School Site/ State	-13.0	5.5

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.