



Canyon Middle School

19600 Cull Canyon Road • Castro Valley, CA 94552 • (510) 538-8833 • Grades 6-8

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<http://www.cv.k12.ca.us/canyon>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Castro Valley Unified School District

4400 Alma Ave.
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(510) 537-3000
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District Governing Board

Dot Theodore, Trustee
Gary C. Howard, Trustee
Jo A.S. Loss, Trustee
Monica Lee, Trustee
Lavender Lee Whitaker, Trustee

District Administration

Parvin Ahmadi
Superintendent
Dr. Jason Reimann
**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz
**Assistant Superintendent,
Human Resources**

Suzy Chan
**Assistant Superintendent,
Business Services**

School Description

The Canyon Middle School community has earned the distinction of being honored as both a Gold Ribbon School and a National School to Watch. Here at Canyon, our Condors SOAR in their commitment to Safety, Organization, Achieving goals, and Respect. Canyon's expansive and attractive campus supports a wide variety of academic, athletic, and extracurricular activities for our students in grades 6-8, in addition to serving as a community venue for many local events. With our continued focus on providing multi-tiered systems of support, staff are committed to delivering academic rigor, fostering positive relationships to support social-emotional learning, and cultivating independent learners who understand the relevance of learning in a 21st century world. Teachers and support staff are dedicated to meeting and exceeding state and district standards in all areas of instruction and provide appropriate interventions to assist students not meeting standards.

Central to the Canyon Middle School culture is the commitment to supporting a successful transition from elementary to secondary school. This is supported through Positive Behavioral Supports and Interventions (PBIS), student mentorship and leadership programs, counseling supports, exploratory and elective options, and varied opportunities for school connection through clubs, music, and athletic programs. Students are provided a safe and culturally responsive learning environment that focuses on meeting the needs of adolescent learners living in our diverse and dynamic society. We regularly seek out family engagement in the educational process and view our school as a genuine team effort to support, teach, and guide students on their middle school journey. Canyon is pleased to offer Response to Intervention (RtI) including academic supports and enrichment programs, in addition our social-emotional learning curriculum specifically addressing middle school challenges. Staff collaboration, parent outreach and education opportunities, and ongoing communication and dialogue continue to help us improve as we work together towards our vision of supporting all students. Together, we SOAR!

Mission Statement

Canyon Middle School is a community with high expectations where students become responsible citizens who innovate and problem solve. In this rigorous and flexible environment, our staff works together professionally to support and respond to the needs of today's middle school students.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	466
Grade 7	474
Grade 8	448
Total Enrollment	1,388

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.2
Asian	27.2
Filipino	4.8
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.4
White	26.0
Socioeconomically Disadvantaged	24.9
English Learners	5.3
Students with Disabilities	9.4
Foster Youth	0.1

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			
Canyon Middle School	16-17	17-18	18-19
With Full Credential	65	66	64
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Castro Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	443
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Canyon Middle School	16-17	17-18	18-19
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 2018-19)

All students have access to standards-based, state adopted instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill StudySync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill California Math College Preparatory Math (Integrated Math) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt Rinehart The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Pearson Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Canyon Middle School is located in Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and at the foot of the East Bay hills, Castro Valley is a growing and diverse community with neighborly appeal.

Canyon Middle School, home of the Condors, sits on top of a hill on 68 acres overlooking Castro Valley and serves students in grades six through eight. The current facilities were built in 1964 as a high school site. Canyon Middle School completed a four year modernization in 2007 that resulted in classrooms with new tile, cabinetry, tack boards, and new white boards. The project was funded by three community-supported bond measures. The gym, cafeteria, library, and theater have all been extensively modernized and provide outstanding common areas for students and community use. All bathrooms on campus have been modernized and all fixtures replaced. In the summer of 2008, two state of the art 1500 sq ft. science centers were added to the 6th grade wing along with two additional 960 sq ft. science classrooms. The result is a campus that offers facilities to our students that are dedicated to creating an environment rich on academic support. In 2016, voters approved Measure G and the school is currently undergoing the modernization process funded by that which is anticipated to take three years. Canyon's maintenance department does an excellent job maintaining the facility on a daily basis. District maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The campus is clean, safe, and well maintained.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/4/2018		
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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	E Wing/Admin: Tar and gravel roof needs checking (to be addressed by Measure G).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B Wing: Need asphalt raised.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	64.0	66.0	66.0	67.0	48.0	50.0
Math	54.0	56.0	60.0	62.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.4	22.8	55.3

* 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.

**School Year 2017-18 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	1357	1330	98.01	66.49
Male	674	661	98.07	60.36
Female	683	669	97.95	72.56
Black or African American	90	89	98.89	42.70
American Indian or Alaska Native	--	--	--	--
Asian	376	370	98.40	81.62
Filipino	48	46	95.83	60.87
Hispanic or Latino	336	330	98.21	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	354	345	97.46	69.57
Two or More Races	138	136	98.55	75.74
Socioeconomically Disadvantaged	328	316	96.34	43.81
English Learners	218	208	95.41	44.23
Students with Disabilities	97	91	93.81	15.56
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 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	1,358	1,335	98.31	55.88
Male	674	663	98.37	54.75
Female	684	672	98.25	56.99
Black or African American	90	88	97.78	34.09
American Indian or Alaska Native	--	--	--	--
Asian	376	375	99.73	78.4
Filipino	48	46	95.83	58.7
Hispanic or Latino	337	331	98.22	31.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	354	345	97.46	60
Two or More Races	138	136	98.55	58.82
Socioeconomically Disadvantaged	329	317	96.35	32.18
English Learners	218	215	98.62	40.47
Students with Disabilities	98	90	91.84	10
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents, guardians, caregivers and the larger community are an integral part of our commitment to providing excellent educational programs to Canyon students. Families are encouraged to actively participate in the education of their child(ren). There are various opportunities available for family engagement and involvement at Canyon Middle School, including but not limited to:

- Parent Teacher Association (PTA)
- School Site Council
- English Learners Advisory Committee (ELAC)
- Padres Unidos
- African American Alliance Network (AAAN)
- Athletic Boosters
- Parent Institute for Quality Education (PIQE)
- Book Fairs - twice per year
- Canyon Garden Project
- CV CAN (Castro Valley Community Action Network)
- Music Parent Society
- Parenting Classes offered by the Counseling Department and Adult School
- School Volunteers for field trips, dances and other activities
- Library Assistants and Lunch Time Games
- Superintendent's Parent Council
- Principal's Coffee and Counselors' Coffee
- Site Safety Committee
- CVUSD Mariachi Program
- Parent Conferences
- AVID Tutors/Guest Speakers

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Canyon Middle School office at 510-538-8833. The principal can be reached by email at: awong@cv.k12.ca.us.

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

Canyon Middle School's Safety Plan is revised annually each fall by the Site Safety Committee. Emergency drills (including fire, earthquake and secure campus drills) are held on a regular basis. Canyon Middle School also participates in the Great California Shake-out Drill. A parent/guardian phone and text-message notification system provides immediate information to parents in the event of an emergency on campus. Additionally, parents/guardians are kept informed of campus events and emergency situations by email, our website, and phone/text message alert system.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	3.4	4.5
Expulsions Rate	0.0	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.4	2.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.2
Psychologist	1.0
Social Worker	0.6
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	0.4
Average Number of Students per Staff Member	
Academic Counselor	465

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	26.0	24.0	13	8	11	7	20	21	20	9	7
Mathematics	30.0	28.0	27.0	4	6	4	14	19	28	15	11	2
Science	29.0	29.0	28.0	5	5	5	12	7	21	16	21	7
Social Science	31.0	31.0	28.0	1	3	3	12	16	21	17	12	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

In alignment with our District LCAP and SSC, Canyon's primary areas of focus for staff development are AVID, CLR, Math CCSS implementation, NGSS integration, and Intervention. In order to support AVID, a group of teachers is sent to a summer institute and another group is sent to "pathways" training to integrate AVID school-wide. Ongoing professional learning is delivered at staff meetings with a focus on schoolwide AVID strategies around inquiry and focused note-taking, led by the AVID Site Team. CLR (Culturally and Linguistically Responsive instruction) training which took place over several years continues to be supported through collaboration around CLR strategies with our CLRT in Motion cohort, a group of teachers who collaborate on and implement strategies. CLR strategies are frequently integrated into staff meeting PD along with other best practices to increase student engagement. Math CCSS is supported through the district math TOSA and release days throughout the year to develop and align common assessments and instructional practices. NGSS integration is supported by teachers regularly collaborating and focusing on curriculum development across the grade levels under the leadership of our district science TOSA. Our Intervention PD is supported through RTI trainings, summer work teams funded through the district's Educational Services department, admin and teacher-led professional development as well as collaborative groups. In addition to their site-specific PD, each year there are two days of professional development during the work day. The focus of district-wide staff development continues to be Multi-Tiered Systems of Support (MTSS) and supporting effective tier 1 instruction in academics and social-emotional learning. All teachers at Canyon also meet weekly for collaboration to discuss essential standards, plan assessments, and align their instructional scope and sequence. Four times during the year, both middle school staffs participate in cross-site meetings to align curriculum, assessments and instruction.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,398	\$47,547
Mid-Range Teacher Salary	\$77,920	\$74,775
Highest Teacher Salary	\$99,896	\$93,651
Average Principal Salary (ES)	\$131,253	\$116,377
Average Principal Salary (MS)	\$135,127	\$122,978
Average Principal Salary (HS)	\$156,277	\$135,565
Superintendent Salary	\$268,260	\$222,853
Percent of District Budget		
Teacher Salaries	39.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

- Education Protection Account
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, English Learner Student Program
- ESSA: Title III, Immigrant Student Program
- Lottery: Instructional Materials
- Ongoing Federal & State Programs Only

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,610	\$187	\$5,423	\$83,315
District	◆	◆	\$5,309	\$81,219
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			2.1	5.4
Percent Difference: School Site/ State			-19.2	11.2

* Cells with ◆ 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.