

# Plum Canyon Elementary

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

Mary Mann, Principal

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<http://plumcanyon.saugusd.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 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  
David Powell  
Laura Arrowsmith  
David Barlavi  
Christopher Trunkey

#### 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 700 students in 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 California State Silver Level School in the PBIS, Positive Behavior and Intervention and Support system. We teach students consistent school wide behavior expectations with an emphasis on students taking PRIDE in all that they do. That is showing 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 and 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.

## 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
Kindergarten	114
Grade 1	101
Grade 2	100
Grade 3	92
Grade 4	83
Grade 5	100
Grade 6	101
<b>Total Enrollment</b>	<b>691</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.4
Asian	6.9
Filipino	5.1
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.1
White	50.4
Socioeconomically Disadvantaged	13.9
English Learners	7.2
Students with Disabilities	10.7
Foster Youth	0.0

## 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			
	16-17	17-18	18-19
<b>Plum Canyon Elementary</b>			
With Full Credential	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
<b>Saugus Union Elementary School District</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
With Full Credential	♦	♦	381
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
	16-17	17-18	18-19
<b>Plum Canyon Elementary</b>			
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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)**

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: 7/20/2018		
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	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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	Fair	
<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

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	61.0	64.0	62.0	65.0	48.0	50.0
Math	47.0	53.0	51.0	53.0	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
5	5.1	27.3	63.6

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	384	384	100.00	63.80
<b>Male</b>	215	215	100.00	59.53
<b>Female</b>	169	169	100.00	69.23
<b>Black or African American</b>	17	17	100.00	52.94
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	27	27	100.00	77.78
<b>Filipino</b>	14	14	100.00	85.71
<b>Hispanic or Latino</b>	122	122	100.00	53.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	185	185	100.00	65.95
<b>Two or More Races</b>	16	16	100.00	87.50
<b>Socioeconomically Disadvantaged</b>	48	48	100.00	45.83
<b>English Learners</b>	31	31	100.00	45.16
<b>Students with Disabilities</b>	50	50	100.00	42.00
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	384	384	100	53.39
Male	215	215	100	55.35
Female	169	169	100	50.89
Black or African American	17	17	100	35.29
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	70.37
Filipino	14	14	100	92.86
Hispanic or Latino	122	122	100	40.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	185	185	100	57.3
Two or More Races	16	16	100	75
Socioeconomically Disadvantaged	48	48	100	33.33
English Learners	31	31	100	41.94
Students with Disabilities	50	50	100	30
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)**

Active parent involvement on a daily basis sends a powerful message to our students: learning is the single most valued activity and that 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, over one hundred parents volunteer at Plum Canyon School. Additionally, Plum Canyon PTA Board Members collectively log over thousands of service hours each year. Parents work in classrooms, serve as field trip chaperones, attend parent/teacher conferences, Back-to-School Night and Open House, and teach after-school enrichment classes.

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 and has received support from a Los Angeles Arts for All grant.

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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.3	0.1
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	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	25	22	23		1		4	3	5			
1	25	25	25				3	4	4			
2	26	28	25				3	3	4			
3	29	26	28				3	3	3			
4	30	31	31				4	3	3			
5	33	25	33				1	4		2		3
6	30	34	34				4				3	3

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

### Professional Development provided for Teachers

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$50,084
Mid-Range Teacher Salary	\$80,770	\$80,256
Highest Teacher Salary	\$95,203	\$100,154
Average Principal Salary (ES)	\$130,422	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	5.0	5.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,904	\$2,742	\$7,162	\$86,469
District	◆	◆	\$6,959	\$82,457
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			2.9	4.8
Percent Difference: School Site/ State			0.5	6.6

\* 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.

### 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.

### 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.