

Canyon Oaks Youth Center

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018 19)	
District Name	San Mateo County Office of Education
Phone Number	(650) 802-5300
Superintendent	Nancy Magee
E-mail Address	nmagee@smcoe.org
Web Site	http://www.smcoe.org

School Contact Information (School Year 2018 19)	
School Name	Canyon Oaks Youth Center
Street	400 Edmonds Rd.
City, State, Zip	Redwood City, Ca, 94062-3803
Phone Number	650-312-5325
Principal	Sibane' Parcels
E-mail Address	sparcels@smcoe.org
Web Site	http://www.smcoe.org
County-District-School (CDS) Code	41104130117143

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

The San Mateo County Office of Education Court and Community School Program provides a student-centered, standards-based curriculum that prepares students for post secondary transition and life success.

As one of SMCOE's community schools, Canyon Oaks Youth Center is a therapeutic program that helps youth regain mental and emotional stability and ultimately return to their home schools as quickly as possible. As part of the Continuum of Care Reform, Canyon Oaks received its provisional Short Term Residential Therapeutic Program (STRTP) license and is expected to achieve full accreditation by the Council on Accreditation within the year.

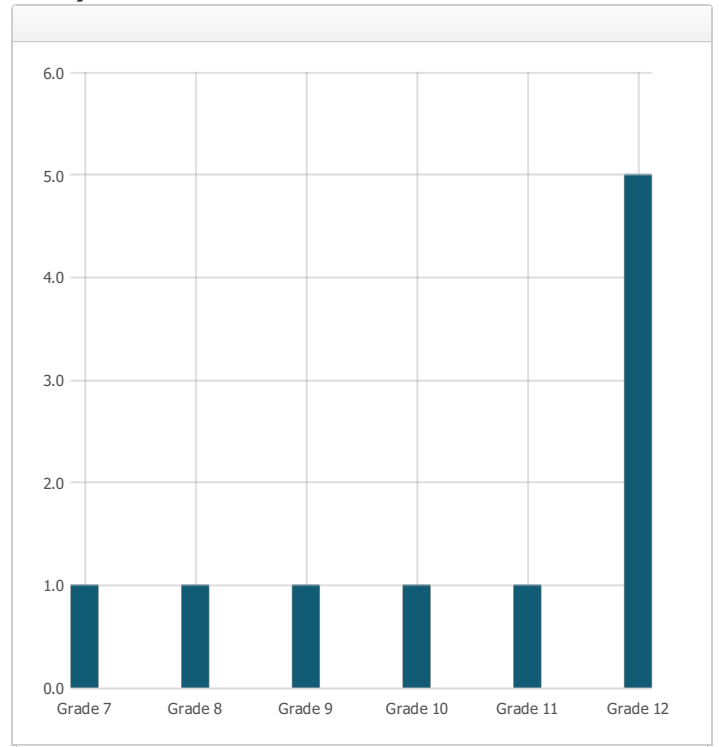
The educational program provides differentiated instruction and personalized learning adapted to meet individual student needs. The curriculum is aligned to the Common Core State Standards and English Language Development Standards. Academic programming is provided year round.

The educational staff consists of two teachers and a paraeducator who use a trauma-informed approach and personalize the learning for each student in order to create an interactive and engaged learning environment. Students have access to technology for learning and participate in field trips, vocational development activities, and a credit recovery program to attain their learning goals. Students range in age and span grades 8 through 12. Additional supports and special education resources are available to eligible students.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	1
Grade 10	1
Grade 11	1
Grade 12	5
Total Enrollment	10



Last updated: 12/21/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	40.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	10.0 %
Hispanic or Latino	40.0 %
Native Hawaiian or Pacific Islander	%
White	10.0 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	20.0 %
Students with Disabilities	100.0 %
Foster Youth	70.0 %

A. Conditions of Learning

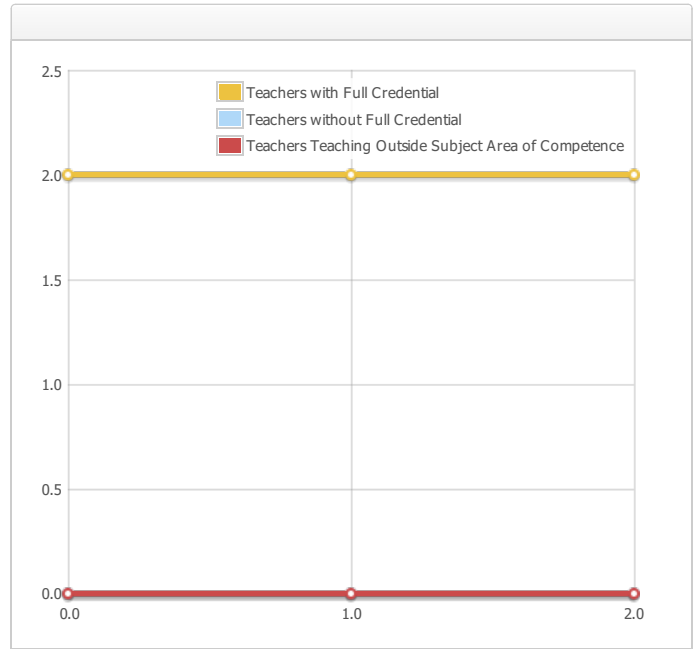
State Priority: Basic

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

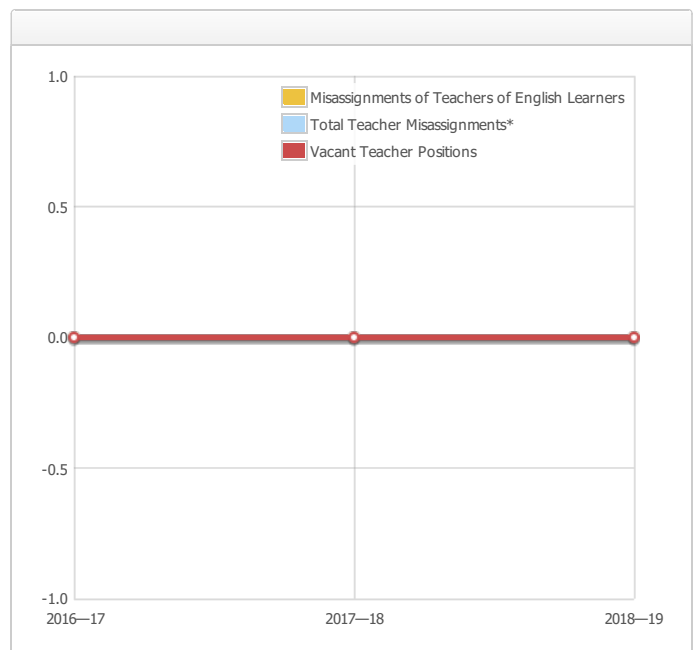
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	2	2	2	34
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of 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.

Last updated: 12/21/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts - Prentice Hall/Character-Based Literacy English Language Development - Hampton Brown	Yes	0.0 %
Mathematics	Prentice Hall	Yes	0.0 %
Science	Prentice Hall	Yes	0.0 %
History-Social Science	Prentice Hall	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/21/2018

School Facility Conditions and Planned Improvements

Canyon Oaks Youth Center is one of SMCOE's two community schools and is a Short Term Residential Therapeutic Program maintained by San Mateo County Behavioral Health and Recovery Services in partnership with the San Mateo County Office of Education. The County of San Mateo maintains the facilities at this site.

Last updated: 1/8/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)			12.0%	6.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)			1.0%	2.0%	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.

Last updated: 12/21/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male				
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 12/21/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male				
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners				
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 12/21/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 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 new California Science Test (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.

Last updated: 12/21/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2017—18)

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.

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
7	--	--	--
9	--	--	--

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.

Last updated: 12/21/2018

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)

The Canyon Oaks Short Term Residential Therapeutic Program encourages parent involvement in the school program as much as possible. Every effort is made to involve parents as partners in their student's educational plan, including the transition plan when a student is eligible to return to his/her home school district. Parents receive annual notifications as required by the CA Department of Education, assessment results from state standardized tests, and notification of changes in a student's academic program. Parents participate in student enrollment procedures, student Individual Education Plan (IEP) meetings, transition meetings, and special events, including opportunities to chaperone on field trips and serve on SMCOE Court and Community advisory committees.

For more information about how to become involved in the school, please contact Sibane' Parcels, Principal of Court and Community Schools, at (650) 312-5325 or sparcels@smcoe.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

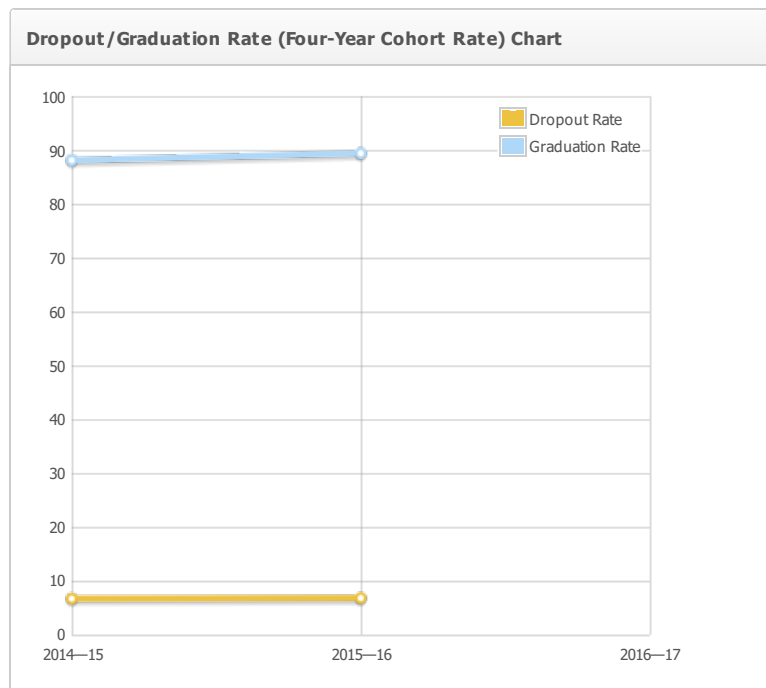
Cohort Graduates and Dropouts Methodology until last year:

County operated schools that are not direct funded charter schools will receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in county operated schools) if they have grade 12 enrollment or at least one graduate.

Starting 2016-17, CDE has changed the methodology. Therefore, the 2016-17 data is not comparable to the prior years. Also, for DASS schools, the methodology generally used is a one-year rate, and not a four-year rate.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	6.7%	6.8%	6.7%	6.8%	10.7%	9.7%
Graduation Rate	88.1%	89.4%	88.1%	89.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	23.6%	9.1%
Graduation Rate	--	36.0%	82.7%



For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Because of the transient nature of the enrollment in our Court and Community Schools, the students who completed with us are not necessarily the same students who were enrolled with us on Census Day.

For example, if students A, B & C were enrolled with us on Census Day, but students X, Y & Z completed, that would make our completion rate 100%.

Because of this reason, we have also not broken down the information by ethnicity/race.

Student Group	School	District	State
All Students	100.0%	121.0%	88.7%
Black or African American	--	--	82.2%
American Indian or Alaska Native	--	--	82.8%
Asian	--	--	94.9%
Filipino	--	--	93.5%
Hispanic or Latino	--	--	86.5%
Native Hawaiian or Pacific Islander	--	--	88.6%
White	--	--	92.1%
Two or More Races	--	--	91.2%
Socioeconomically Disadvantaged	--	--	88.6%
English Learners	--	--	56.7%
Students with Disabilities	100.0%	--	67.1%
Foster Youth	--	--	74.1%

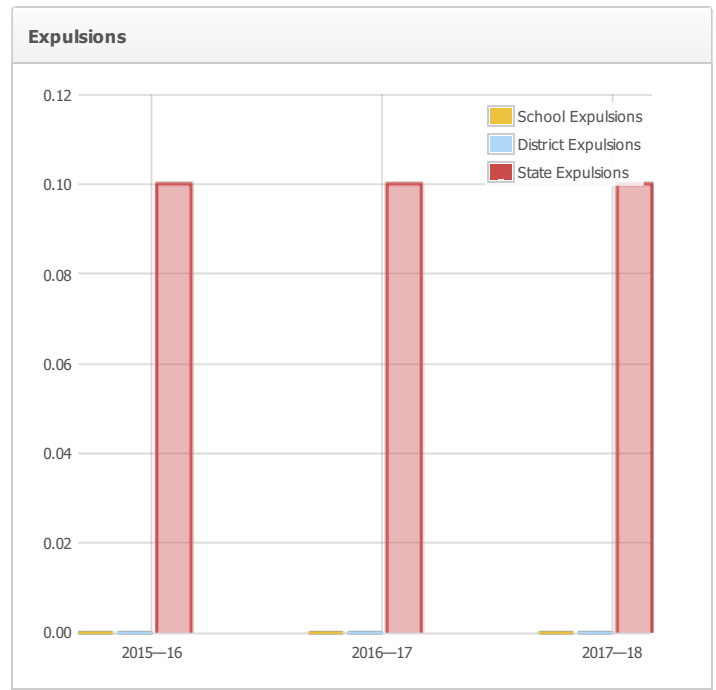
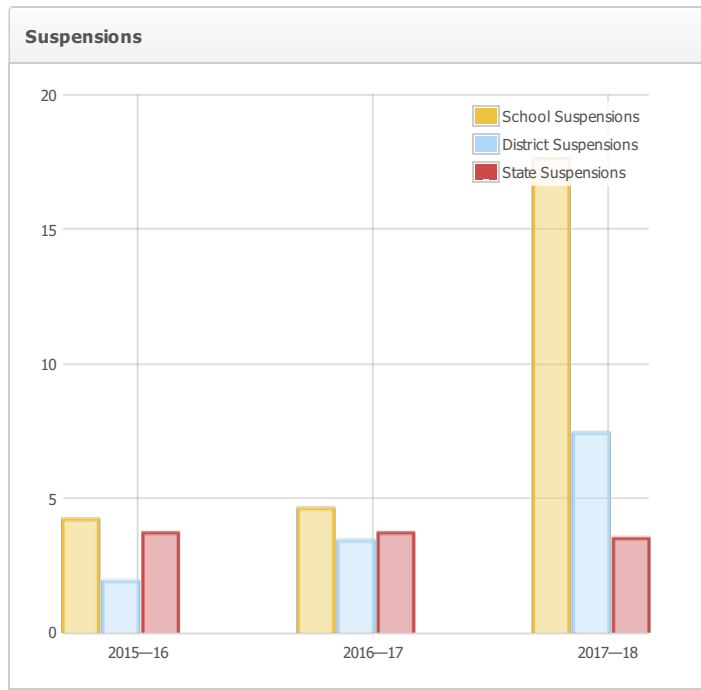
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.2%	4.6%	17.6%	1.9%	3.4%	7.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

The Canyon Oaks Youth Center staff reviews the safety plan at the beginning of each school year. The key elements of the plan include emergency procedures for a wide variety of events, important phone numbers, and roles and responsibilities of staff. Professional development is provided as needed in related areas such as first aid/CPR, emergency response/crisis training, and youth mental health first aid.

The Canyon Oaks facility is clean and safe. Each classroom has a telephone and an up to date emergency first-aid backpack. Mental health staff are present at all times should a crisis occur during the school day.

Last updated: 1/8/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	1	0	0
Mathematics	6.0	1	0	0
Science	6.0	1	0	0
Social Science	6.0	1	0	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	1	0	0
Mathematics	6.0	1	0	0
Science	6.0	1	0	0
Social Science	6.0	1	0	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	1	0	0
Mathematics	6.0	1	0	0
Science	6.0	1	0	0
Social Science	6.0	1	0	0

* 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.

Last updated: 12/21/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

County Office of Education programs are not required to report teacher salary data as the State Department does not collect comparative data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$43342.0	\$6488.0	\$36854.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017–18)

- Academic curriculum to meet graduation requirements
- Elective classes Credit Recovery
- Transition Support Special Education
- Speech/Language Specialist
- Title I Neglected and Delinquent Youth Funding
- Title II Title III
- Career preparation and Workability Personalized Learning Platform
- Professional Development

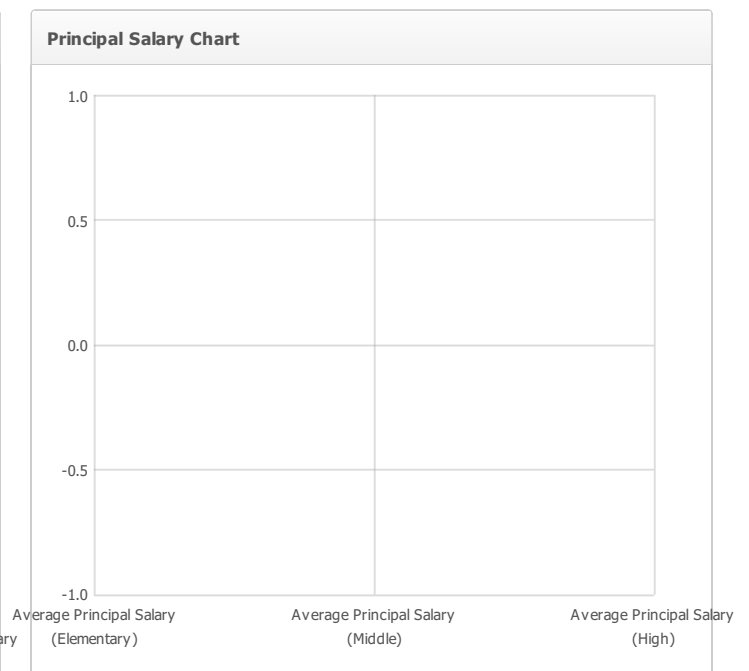
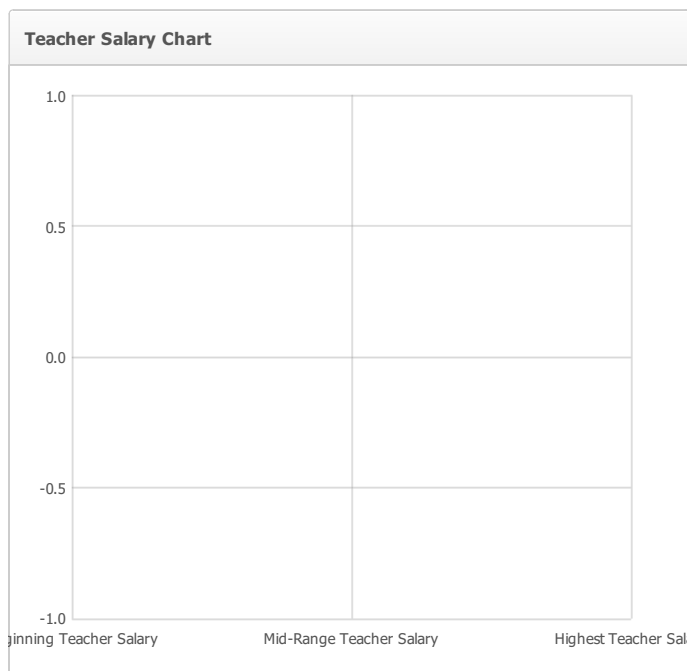
Last updated: 12/21/2018

Teacher and Administrative Salaries (Fiscal Year 2016–17)

County Office of Education programs are not required to report this data as the State Department does not collect comparative data.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 12/21/2018

Professional Development

2017-18 and 2018-19

All staff members participate in twice-monthly professional development activities with specific focus on co-teaching and inclusive practices, personalized learning, strategies to engage and support English Language Learners, and Trauma-Informed Instruction, including Restorative Practices.

Staff may attend conferences specific to their instructional program and content area and in turn, share best practices with peers.

Teachers who qualify are provided additional support through Beginning Teacher Support and Assessment (BTSA).

Staff continually reviews and updates Western Association of Schools and Colleges (WASC) and Local Control Accountability Plan (LCAP) goals.

2016-17

Professional learning concentrated on strategies and supports for English Language Learners across the content areas, personalized learning, Next Generation Science Standards, and Lessons Study in mathematics.

Last updated: 1/8/2019