Wolf Canyon Elementary School

1950 Wolf Canyon Loop • Chula Vista, Ca. 91913 • (619) 482-8877 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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School Description
Wolf Canyon Elementary was the 44th school in the Chula Vista Elementary School District. The school opened its doors in July 2007. Each of its four academic buildings has eight classrooms with a workroom in the center hallway. In 2010, the school added 2 portable units with a total of 6 classes. It is a public school with a private school feel, accented with covered walkways and graceful arches inspired by famed San Diego architect Irving Gill. Eye-catching exteriors complement the energy-efficient and sustainable processes occurring within, making this attractive public school also one of California's greenest.

Wolf Canyon Elementary School has a focus on the Fine Arts, Science, and Technology (FAST), and seeks to apply the California Common Core Standards through innovative instruction that integrates curriculum and student learning to the vast world of mass communication. Challenging students with the task of establishing a deeper connection to and purpose for learning is central to the vision of the Wolf Canyon school mission. The ultimate goal of Wolf Canyon Elementary School is to encourage learning-in-action through science and technology and explore exciting new ways to support student achievement through the arts.

Mission
The mission of Wolf Canyon Elementary School is to provide an educational experience for all children that promotes academic excellence, social responsibility, emotional strength, physical vitality and above all else a love for learning. Wolf Canyon Elementary believes that a complete education involves the mind and the heart.

Wolf Canyon's slogan is "Responding to the Call of Excellence for All".

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	159
Grade 1	123
Grade 2	127
Grade 3	117
Grade 4	119
Grade 5	120
Grade 6	115
Total Enrollment	880

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	28.2
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.3
White	11.8
Two or More Races	8
Socioeconomically Disadvantaged	23.1
English Learners	15.1
Students with Disabilities	11.8
Foster Youth	0.2

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 Wolf Canyon	18-19	19-20	20-21
With Full Credential	32	36	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Wolf Canyon Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifllin Go Math K-5 Adopted in 2015. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 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)

Wolf Canyon Elementary School's enrollment is consistently in flux due to the opening of new schools and new housing developments in the area around the school. This impacts the number of classrooms being used in a given year.

The Chula Vista Elementary School District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The Wolf Canyon custodial staff performs basic cleaning maintenance operations daily.   Campus inspections are held monthly with the site custodians and the school principal to review any potential safety, maintenance or facility concerns.

The school site at Wolf Canyon Elementary School currently has 4 outside entry areas including the office entrance. There are 2 vehicle entrances into separate parking lots and drop-off/pick-up zones. There are locked gates between the parking lots and the playground.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/30/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged. 300 Work Rooms: file cabinets not secured, countertop laminate damaged, cabinet doors damaged plastic molding, carpets really bad 303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 405 CR: door cover missing, projector screen will not stay down, pencil sharpener broken, short blinds, 1 slat missing 503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 508 CR: Stain ceiling tile, IT box missing cover. 509 Kidco: damaged ceiling tile, temperature gauge broken not there. 600 Boys RR: wall has a large crack in drywall, trim on bottom of partion loose, floor dirty, broken soap dispenser, broken toilet seat, not cleaned 600 Work Rooms: cabinet molding coming unglued, file cabinets not secured, wall damaged 702 CR: damaged ceiling tile, covebase damage 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly Admin: carpet dirty/stained, covebase by front door Conference: Holes in tackboard, stained carpet, ceiling tile by doc cam mount Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 Boy's RR: dirty walls, doors and floors, cobwebbs, urinals slow to drain.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged. 302 CR: carpet spotted, rear door not closing properly 303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 305 CR: 1 light fixture not working, pencil sharpener cover missing 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover 507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts 600 Staff RR: vent dirty, holes in door, toilet seat loose 605/606 Kinder Playtoy: cobwebs; wood chips all over on playtoy 606/605 Right RR: Exit door next to 605 sticks on door sill 703 CR: stained carpet, door skin delaminating, ceiling tile drooping, plug covered by sink 706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken Copy Center: carpet stains. MP Boy's RR: cobwebs, hand air not working, light out, water pressure on toilet too high MP: Safety light out by kitchen, ceiling lights out 3, stains in carpet, tile on both sides of stage bad YMCA/CC: 2 lamps out, wall has grout stains, ceiling access panel not closed all the way, bathroom cobwebs, stains on walls, broken electrical door plate, blinds missing
Electrical: Electrical	Fair	303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 306 CR: back door does not close properly, rubbing doorsill/ missing electic socket cover under teacher desk/ cover base falls off, 1 stain tile. 400 Storage: electrical panel blocked, storage racks not secured 401 CR: drinking fountain low pressure, 3 blind slats 406

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: 3 lights out, elcetrical socket covered with fabric, light switch, one light fixture does not turn off, pencil sharperner broken. 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover 500 Electrical (External): stuff up against high voltage box 507 Kinder: missing outlet cover by backdoor 507/508 Girl's RR: light out, handicap rails dirty. 602 CR: drinking fountain low pressure, floor tile cracked, lights out, 1 ceiling tile stained. 606/605 Right RR: Exit door next to 605 sticks on door sill 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly Health Office: stained ceiling tiles, broken outlet cover Media Center Girl's RR: light out, paint above terrazzo wall MP Boy's RR: cobwebs, hand air not working, light out, water pressure on toilet too high Stage Custodian Storage: electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 307 CR: door rubs at the top - doesn't shut all the way, broken pencil sharpener. 401 CR: drinking fountain low pressure, 3 blind slats 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover 503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 600 Girl's RR: bottom trim of partition loose, broken soap dispenser, 1 light fixture out, not cleaned 605/606 Kinder Playground: drinking fountain low pressure , play toy upper panel , missing nut, more bark around slides cob webs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 305 CR: 1 light fixture not working, pencil sharpener cover missing 306 CR: back door does not close properly, rubbing doorsill/ missing electic socket cover under teacher desk/ cover base falls off, 1 stain tile. 307 CR: door rubs at the top - doesn't shut all the way, broken pencil sharpener. 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 408 CR: back door does not close properly, pencil sharpener broken. 503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 504 CR: 505 Kinder: door window frame rusted, broken CO2 sensor electric socket loose behind door. 507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts 600 Custodian: damage on wall by floor basin/water damage 600 Staff RR: vent dirty, holes in door, toilet seat loose 607/608 Boy's RR: vent dirty; door does not close properly 607/608 Girl's RR: 608 CR: 703 CR: stained carpet, door skin delaminating, ceiling tile drooping, plug covered by sink 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly 706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Health Office: stained ceiling tiles, broken outlet cover Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working Lounge: House holds under the sink, missing blind slat Play Toy: all slide drops more than 12", cobwebs, rubber mat showing by slide seams are separating on circle slide, cracking center slide. YMCA/CC: 2 lamps out, wall has grout stains, ceiling access panel not closed all the way, bathroom cobwebs, stains on walls, broken electrical door plate, blinds missing
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.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	76	N/A	64	N/A	50	N/A
Math	70	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	62	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parent participation and involvement is one of the best ways you can ensure your child's success. Key committees where parents can be involved include:

ELAC – English Language Acquisition Committee provides input into the development of the School Plan for Student Achievement as it pertains to meeting the educational needs of English Language Learners.

PTA – Parent-Teacher Association is an organization that exists to promote student achievement, parent involvement and teacher and staff support.

SSC – School Site Council develops, implements, monitors and evaluates the School Plan for Student Achievement in accordance with Federal and State laws, and District policy.

MSC -- Military Support Committee meets quarterly to develop and refine supports for military-connected students and families.

Safety Committee - Staff, Parents, and Law Enforcement provide guidance and support for the Safe Schools Plan and are responsible for reviewing and updating the goals for this plan each year.

Yearbook Committee - Parents participate in the taking and gathering of photos for the school yearbook. Parents are also welcome to participate on the development of the yearbook as part of this committee.

PBIS Committee - Parents, staff, and students meet monthly to review and set goals for the implementation of Positive Behavior Intervention and Support.

There are many opportunities to volunteer at school. Volunteers are expected to attend a brief in-service at the beginning of each school year and all volunteers must sign a Volunteer Agreement form. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB skin test result filed in the school office. Arrangements for visiting or volunteering in a classroom are to be made with the teacher in advance. Contact us at (619) 482-8877 to get involved.

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 (School Year 2020-2021)
Student safety, well-being, and self-esteem are promoted by activities including lockdown, emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Adolescent Growth Education, child abuse awareness, and a School Safety Patrol. Wolf Canyon received a grant from the JPA to implement the Safe School Ambassadors bystander education program. In an effort to ensure a safe campus Wolf Canyon Elementary School is a closed campus. All students must report to the front office before leaving early or when returning to campus. All visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours. Wolf Canyon has the benefit of the entire community looking out for the safety of our students. The Wolf Canyon School Community embodies the idea that, ''It takes an entire village to raise a child.'' Families keep a close eye on the school after school hours and on weekends. Many community groups and after school programs use the campus for positive activities. The School Site Council approved the School Safety Plan January 11, 2021.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.9

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	2	3		20	2	3		20	2	6	
1	25		3		24		4		21	1	5	
2	25		3		25		4		21	1	5	
3	22		4		23		4		20	1	5	
4	25	1	3		29		3		24	1	4	
5	22		3		29		4		24	1	4	
6	21	2	3		27	1	3		23	1	4	
Other**					15	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

The professional development plan for Wolf Canyon for 2018-2019 is as follows:
*Social-Emotional Learning (SEL) - Sanford Harmony
* Short Constructed Written Responses
* Conversation and Discussion Strategies

The professional development plan for Wolf Canyon for 2019-2020 is as follows:
*Social-Emotional Learning (SEL) - Restorative Practices
* Visible Learning concepts-Learning Intentions & Success Criteria
* Conversation and Discussion Strategies specific to types of questions

The professional development plan for Wolf Canyon for 2020-21 is as follows:
*Social-Emotional Learning (SEL) - Sanford Harmony and Restorative Practices in a Distance Learning format
* Visible Learning concepts-Learning Intentions & Success Criteria in a Distance Learning format
* Conversation and Discussion Strategies: TK - Gr. 2 in small group reading - Gr. 3-6 in shared reading and shared math
* Implementation of iReady Diagnostic and Personalized Instruction
* Teams, OneNote, Flipgrid, Nearpod, and other technology tools to engage students in Distance Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,514.32	4,159.42	7,354.90	75,085
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-8.5
School Site/ State	-5.2	-11.4

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

Types of Services Funded

The following programs and supplemental services are provided at Wolf Canyon Elementary School through LCAP funds or other sources of funding: One full-time music teacher, one full-time art teacher, one part-time technology maintenance person, and an additional 6 hours per week to support more library personnel time. In addition, the school budget supports the following technology programs: RazKids, Reading A-Z, and Accelerated Reader. Professional development is provided for grade level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.