



# Canyon High School

**ADDRESS:** 19300 W. Nadal St., Canyon Country, CA 91351    **PHONE:** (661) 252-6110

**PRINCIPAL:** Bob Messina    **GRADE RANGE:** 9–12    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	2,754	2,035	1,339
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	111	83	56
<b>Students per teacher</b>	Number of students per teacher	25	25	24
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	752	665	696
<b>Students per computer</b>	Number of students sharing one computer	5	4	4

### Principal's Comments

The 2004–2005 school year has been an exciting one at Canyon High School because of our academic successes and the start of our campus modernization project.

New to Canyon this year is our Renaissance Leadership Class (RLC), which is a valued addition to our Associated Student Body (ASB) class. The RLC teaches students about community service and leadership. Combining modern civilization and tenth grade English courses, and American literature and US history courses, have provided students with stimulating study alternatives for these subjects. Other new courses of study at Canyon this year include an accounting class and an Advanced Placement (AP) environmental science class. Additionally, we now offer our Advancement Via Individual Determination (AVID) program, which helps students prepare for college, to all grade levels.

### Major Achievements

- Canyon's senior class earned more scholarship money for college than any other class in the history of the school.
- Our teachers increased their participation in site, district, and state training opportunities in numerous areas, including standards-based instruction, differentiated (customized) instruction, reading strategies, best teaching practices, AVID, literacy, and sheltered English classes (which contain only English learners).
- We achieved a schoolwide goal of increased instructional collaboration by teaming our social studies and English courses.

### Focus for Improvement

- Continue to identify and provide support for students who fail to pass all parts of the California High School Exit Exam (CAHSEE), or who score below proficient on the California English Language Development Test or California Standards Tests.
- Continue to offer staff development opportunities in reading and literacy instruction to improve support for students. Continue staff collaboration with colleagues individually, departmentally, and districtwide to enhance teaching strategies that increase student proficiency in literacy and math.
- Continue to meet state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) targets by aligning all coursework to state and district standards.

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### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>No</b>
<b>API score</b>	<b>752</b>
<b>Growth attained from prior year</b>	<b>+7</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

Canyon’s API was 752 (out of 1000). This is an increase of seven points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 90 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

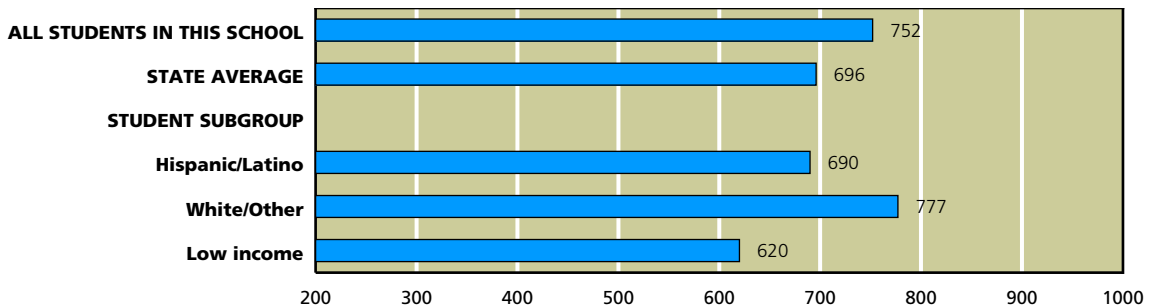
**API RANKINGS:** Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 8 out of 10.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 7 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

### API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CAHSEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL   ● DID NOT MEET GOAL   ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

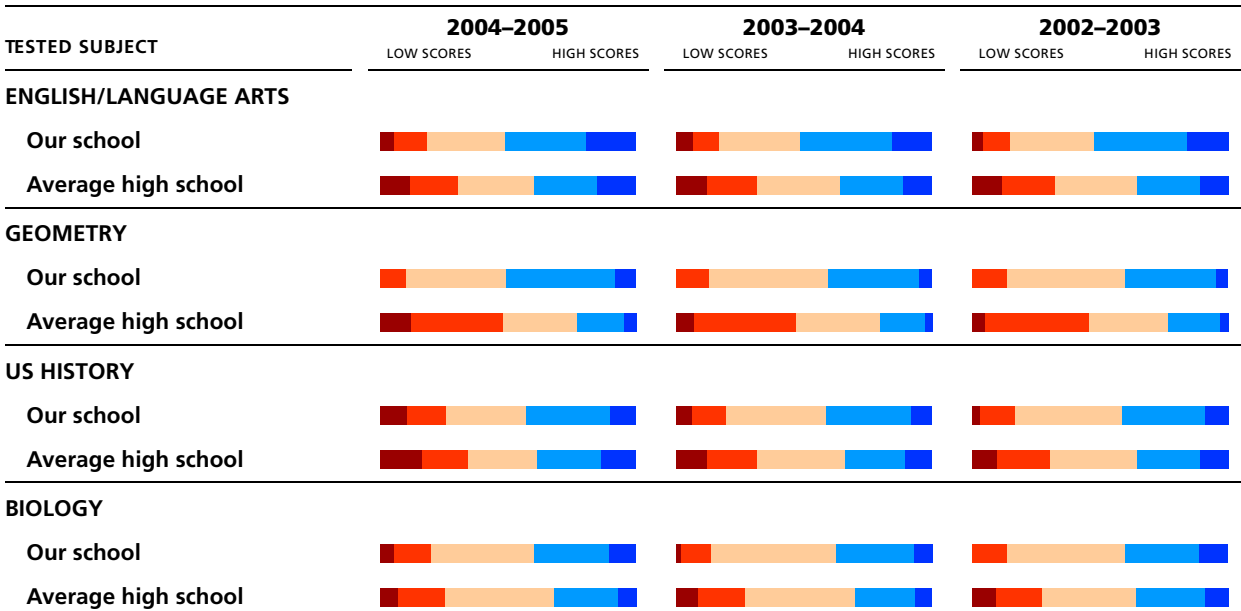
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	51%	52%	53%
Average high school	40%	37%	36%
<b>GEOMETRY</b>			
Our school	51%	41%	41%
Average high school	24%	22%	25%
<b>US HISTORY</b>			
Our school	43%	42%	42%
Average high school	39%	35%	36%
<b>BIOLOGY</b>			
Our school	40%	38%	41%
Average high school	33%	31%	37%

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California's standards are very high, and the tests that measure students' mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

**ARE ALL STUDENTS' SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You'll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the CST results from one course in each of the four core subjects. For science, we've selected biology because it is the science course taken by more students statewide than any other. For math, we've selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we've selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 11 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

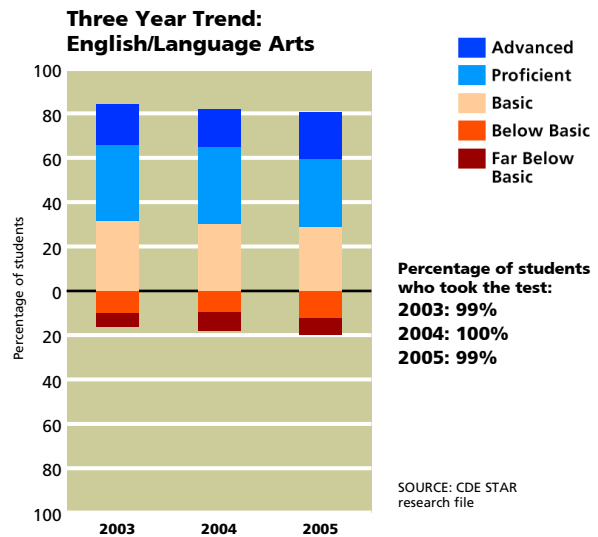
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	1,071	<b>GENDER:</b> About 13 percent more girls than boys at our school scored proficient or advanced.
Girls			58%	960	
English proficient			54%	1,903	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			8%	129	
Low income			23%	215	<b>INCOME:</b> About 31 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			54%	1,815	
Learning disabled			8%	194	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			56%	1,837	
African American			39%	77	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			68%	76	
Filipino			58%	60	
Hispanic/Latino			37%	538	
White/Other			57%	1,260	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



### Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	16%	<b>SCHOOLWIDE AVERAGE:</b> About 27 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			18%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

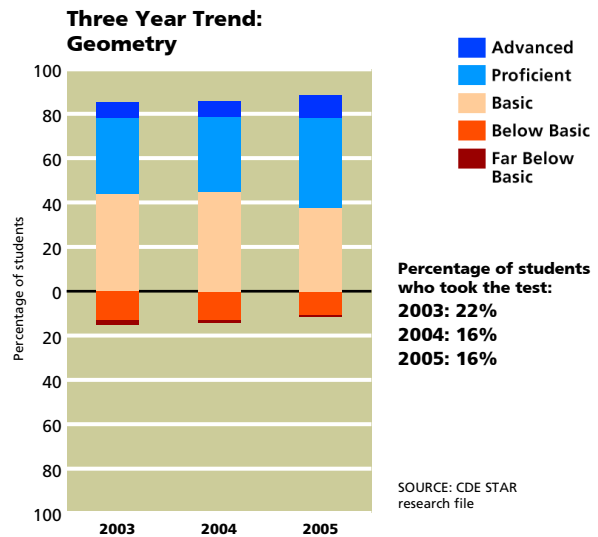
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	174	<b>GENDER:</b> About four percent more boys than girls at our school scored proficient or advanced.
Girls			48%	164	
English proficient			50%	327	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	11	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			51%	334	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students from low income families was either zero or too small to be statistically significant.
Not low income			51%	326	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino			41%	71	
White/Other			53%	236	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 16 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



### US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			43%	96%	<b>SCHOOLWIDE AVERAGE:</b> About four percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			36%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

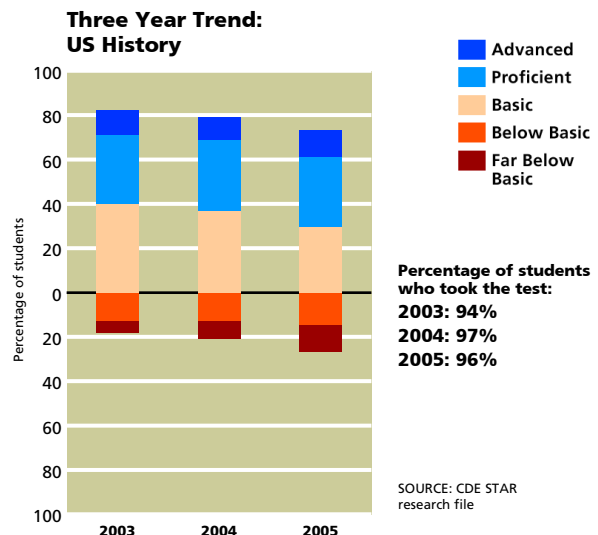
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			48%	343	<b>GENDER:</b> About nine percent more boys than girls at our school scored proficient or advanced.
Girls			39%	308	
English proficient			46%	605	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			11%	46	
Low income			18%	55	<b>INCOME:</b> About 28 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			46%	596	
Learning disabled			13%	53	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			46%	597	
African American			27%	30	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	23	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	21	
Hispanic/Latino			33%	167	
White/Other			49%	400	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.



### Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			40%	45%	<b>SCHOOLWIDE AVERAGE:</b> About seven percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			28%	33%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

### Subgroup Test Scores

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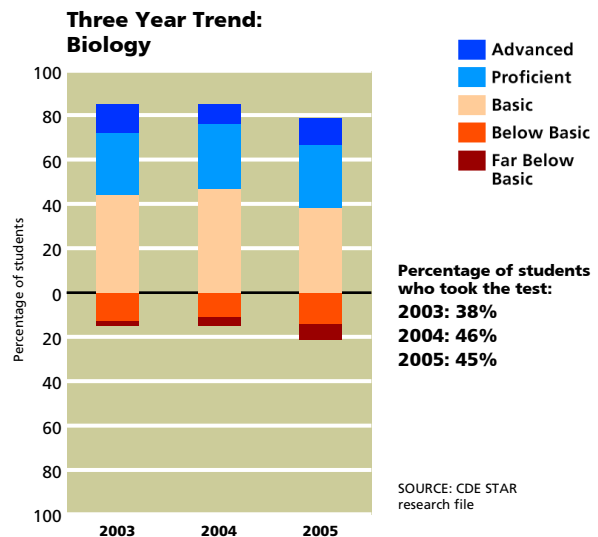
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			40%	491	<b>GENDER:</b> About the same percent of boys and girls at our school scored proficient or advanced.
Girls			41%	441	
English proficient			43%	856	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			6%	77	
Low income			15%	108	<b>INCOME:</b> About 29 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			44%	825	
Learning disabled			7%	90	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			44%	843	
African American			27%	30	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American			51%	37	
Filipino			52%	31	
Hispanic/Latino			22%	253	
White/Other			48%	576	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 45 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.



### **Other Measures of Student Achievement**

Our teachers evaluate student's skills using oral questioning, written tests, and project-based evaluations. Additional assessments include the CAHSEE, California English Language Development Test (CELDT), California Alternative Performance Assessment (CAPA), California Standards Tests (CST), and other tests.

We are on a quarter system with four reporting periods each school year.

## PREPARATION FOR COLLEGE AND THE WORKFORCE

### College Preparation

Canyon has six guidance counselors who help students prepare for college or vocational school. Students meet with their counselor twice a year, beginning in the ninth grade. Canyon also offers the Preliminary SAT (PSAT) to all tenth graders to help them prepare for college entrance examinations. We offer AP courses in English, fine arts, foreign languages, math, science, and social science.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT verbal</b>	Average score of juniors and seniors taking the test, 2004–2005	520	478	499
<b>SAT math</b>	Average score of juniors and seniors taking the test, 2004–2005	550	503	521
<b>SAT participation rate</b>	Percentage of seniors who took the test, 2004–2005	38%	39%	36%
<b>AP exams</b>	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	27	27	25
<b>Students meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	43%	36%	34%
<b>Students attending UC</b>	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	3%	7%	7%
<b>Students attending CSU</b>	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	7%	10%	10%
<b>Students attending community colleges</b>	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	30%	31%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 38 percent of Canyon students took the SAT, compared to 36 percent of high school students in California.

Canyon students scored 520 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, Canyon students scored 550, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Canyon, the number of AP exams taken and passed was 27 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of Canyon's students taking courses required for admission to the UC or the CSU system was 43 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Canyon's 2004 graduating class, 40 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here's the detail: three percent of the graduating class went to UC campuses, seven percent went to CSU campuses, and 30 percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate** (IB) courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers 19 different courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	3	3	40
Computer Science	0	0	0
English	1	2	68
Foreign Language	2	4	95
Mathematics	3	4	122
Science	5	7	157
Social Science	5	7	167

SOURCE: CBEDS PAIF October 2004

### Dropouts and Graduates

Canyon houses an alternative day program (ADP) that serves academically at-risk students early in their school career. Bowman High School is a model continuation high school that enrolls students who fall behind in credits. Administrators and our school resource officer visit the homes of students who are habitual truants.

**DROPOUT RATE:** We now count as a **dropout** any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004–2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate</b>			
2003–2004	0%	5%	3%
2002–2003	0%	4%	3%
2001–2002	0%	3%	2%
<b>Graduation rate</b>			
2003–2004	98%	80%	87%
2002–2003	97%	81%	87%
2001–2002	95%	82%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

## Workforce Preparation

Canyon's Career Center offers students several opportunities each month to meet with representatives from a wide and diverse range of occupations. In addition, our Regional Occupational Program (ROP), which is located on our campus, offers students a wide variety of career choices to explore.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Career technical education (CTE)</b>	Percentage of students enrolled in a CTE course	31%	22%	28%
<b>CTE graduates</b>	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 861 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

**STUDENTS**

**Students' English Language Skills**

At Canyon, 93 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the seven percent of Canyon students who were still learning English, three percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	93%	80%	85%
English learners	7%	20%	15%

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 183 students classified as English learners. At Canyon, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	80%	87%	82%
Vietnamese	0%	1%	2%
Hmong	0%	0%	2%
Cantonese	0%	1%	2%
Filipino/Tagalog	4%	1%	2%
Khmer/Cambodian	0%	1%	1%
Korean	3%	2%	1%
All other	13%	7%	8%

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

**Ethnicity**

Most students at Canyon identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Canyon. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	11%	8%
Asian American/Pacific Islander	7%	12%	12%
Latino/Hispanic	26%	56%	41%
White/European American/Other	63%	20%	38%

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004–2005 school year. At Canyon, five percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	5%	49%	36%
Parents with some college	71%	52%	59%
Parents with college degree	43%	31%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004–2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 71 percent of the students at Canyon have attended college and 43 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Canyon varies from a low of 30 students to a high of 32. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	30	26	26
History	32	32	30
Math	30	29	28
Science	31	32	30

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

**Safety**

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002-2003	2003-2004	2004-2005
Drug or alcohol related	0	0	0
Crimes against people	0	0	0
Property crimes	0	0	0

SOURCE: This data comes from the school district office.

The average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

The school safety plan is reviewed biannually to ensure a safe and healthy environment for learning. The plan includes evacuation procedures, risk management assessment, and crisis management and intervention. School administrators share the plan with staff before and after scheduled drills to improve the efficiency of the plan. We last reviewed and revised the school safety plan in October 2005, and we modified it to enhance accountability procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor our closed campus before, during, and after school. Visitors must register in the attendance office upon entering the campus.

**Homework**

We specify our homework expectations in the required course orientations that we send home for parent signatures at the beginning of each semester. Many staff members have designed their own Web pages to allow for easier parent access. Students must complete homework in all core courses and in all college-preparatory elective courses. While our teachers give most assignments during the week for student completion before the weekend, they do assign projects such as book reports, research assignments, and science projects that students must complete over a longer period of time.

### Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

We expect students to model mature and responsible behavior on our campus, in our classrooms, and at all school functions. Consequences for poor behavior include counseling, warnings, detention, in-school suspension, at-home suspension, and expulsion. We provide students with life skills training such as conflict resolution, time management, and anger management.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2004–2005	6	9
	2003–2004	5	10
	2002–2003	9	10
<b>Expulsions per 100 students</b>	2004–2005	0	0
	2003–2004	0	0
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2004–2005 school year, we had 169 suspension incidents. We had seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	37%	34%	28%
<b>Girls in Fitness Zone</b>	39%	34%	26%
<b>Total</b>	38%	34%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

### Schedule

Canyon’s school year consists of 180 days of instruction. Classes begin for about a third of our student body at 7 a.m., but for the majority of students, 8 a.m. is the normal start time. The school day ends for the vast majority of students at 3 p.m. We offer students one of two different brunch times and a 40-minute lunch period.

### Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Grade 9</b>	70,663	64,800
<b>Grade 10</b>	70,663	64,800
<b>Grade 11</b>	70,663	64,800
<b>Grade 12</b>	70,663	64,800

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

**Principal**

Bob Messina has been principal of this school for four years. Our principal has four years of experience as a principal and 17 as a teacher.

Administrators meet weekly to discuss instructional and management issues. School departments meet monthly to discuss curriculum. Department chairpersons meet with the principal on a monthly basis to discuss educational matters.

The PAC meets once a month; this group plays a key role in shaping students' educational experiences.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	9%	16%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	52%	39%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	47%	60%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About nine percent of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 16 years of experience. About 47 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 52 percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	89%	84%	90%
Trainee credential holders	Percentage of staff holding an internship credential	4%	12%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	7%	7%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	1%	1%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 89 percent of the faculty at Canyon hold a full credential. This number is close to the average for all high schools in the state. About four percent of the faculty at Canyon hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. About seven percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 97 percent of the faculty at Canyon hold the secondary (single-subject) credential. This number is above the average for high schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	19%	N/A	26%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the right credential for the course	6%	12%	10%
<b>Out-of-field teaching: students</b>	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	5%	10%	9%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	11%	16%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About six percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 11 percent of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

### Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>ENGLISH</b>				
<b>Courses</b>	Percentage of English courses taught by a teacher lacking the right subject area authorization	1%	10%	7%
<b>Enrollment</b>	Percentage of English students taught by a teacher lacking the right subject area authorization	1%	8%	6%
<b>MATH</b>				
<b>Courses</b>	Percentage of math courses taught by a teacher lacking the right subject area authorization	0%	10%	7%
<b>Enrollment</b>	Percentage of math students taught by a teacher lacking the right subject area authorization	0%	8%	5%
<b>SCIENCE</b>				
<b>Courses</b>	Percentage of science courses taught by a teacher lacking the right subject area authorization	2%	10%	14%
<b>Enrollment</b>	Percentage of science students taught by a teacher lacking the right subject area authorization	1%	10%	13%
<b>SOCIAL SCIENCE</b>				
<b>Courses</b>	Percentage of social science courses taught by a teacher lacking the right subject area authorization	12%	14%	10%
<b>Enrollment</b>	Percentage of social science students taught by a teacher lacking the right subject area authorization	9%	13%	9%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About six percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by “highly qualified” teachers	N/A
<b>Schools with most low income students</b>	Percentage of core courses not taught by “highly qualified” teachers	N/A
<b>Schools with fewest low income students</b>	Percentage of core courses not taught by “highly qualified” teachers	N/A

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

## **Evaluating and Improving Teachers**

Teachers set departmental and individual goals each year. Teacher evaluations are based on these goals, student performance on state tests, and observation of teaching techniques. We evaluate teachers every other year, and visit all classrooms every year. We assign mentor teachers and provide additional training opportunities for teachers that need extra help.

## **Staff Development**

This year Canyon offered two full days and four half days for staff development. One full day was devoted to a vertical teaming experience with our feeder junior high school. The second full day featured a districtwide symposium that offered the staff a variety of educational opportunities. The four half days were devoted to benchmark testing and standards assessments.

## **Teacher Assignment**

During the 2004–2005 school year, Canyon welcomed new teachers in Spanish, English, math, social studies, science, fine arts, and special education.

## **Substitute Teachers**

The district hires a large pool of qualified substitute teachers, and offers extensive training for these individuals. When a qualified substitute is not available to teach a class, another teacher on our staff will teach the class during a preparation period.

## **Academic Guidance Counselors**

Our school has six full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 459 students. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

### Specialized Programs and Staff

We encourage students to participate in a variety of special programs, including Academic Decathlon, band, jazz ensemble, drama, Brain Stormers, Knowledge Masters, journalism, Science Olympiad, choir, yearbook, and seasonal sports programs. We also offer a variety of music, art, and cooking classes. We have six academic counselors, one career advisor, and one regional occupation advisor on staff to help students prepare for college or vocational school. A psychologist, a librarian, and a school nurse are available based on student need. Six full-time resource program specialists and six full-time resource instructional assistants work with special education students.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 293 students who qualify for this program. We encourage students who qualify for the GATE program to enroll in AP and Honors courses or to participate in our AVID program. Clubs, afterschool enrichment classes, talent searches, academic competitions, field trips, and other contests are available for GATE students.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 285 students who qualify for these **special education** programs. Students enrolled in the special education program can access a full range of services based on their Individual Education Programs (IEPs). Services include in-class support, counseling, monitoring, tutoring, small-group instruction, frequent progress reports, and study skills instruction. Special education teachers and case managers oversee each student’s IEP to provide educational equity and opportunity for success.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. We have one full-time teacher, one part-time teacher, and three bilingual instructional assistants that are committed to our English learners. We offer seven sheltered classes (with English learners only), which are taught by teachers who have Cross-cultural Language and Academic Development (CLAD) credentials to teach English to English learners. Our sheltered English classes assist English learners in academic core classes. English learners attend two periods of sheltered English and other special classes depending on their needs and levels.

### Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students’ needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	6.0
Librarians	1.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

### Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

### Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, most students take algebra during middle school. However, many students also study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations.

### Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, life sciences, and earth sciences. Our students learn to apply the principles of investigation and experimentation.

Many science courses are elective but required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, ecology, and evolution. Canyon also offers classes in anatomy and physiology, as well as a medical techniques course that provides internships for students to work with doctors at local medical centers.

### Social Studies

Our social studies curriculum is based on the California Content Standards for high school. According to these standards, high school students must gain a greater knowledge of United States history from the late eighteenth century through the present. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the US Constitution.

**Textbooks**

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
<b>Prentice Hall Lit: Timeless Voices</b>	2002	Language arts	Yes	Yes
<b>Prentice Hall: Geometry</b>	2001	Math	Yes	Yes
<b>Addison Wesley/Prentice Hall: Chemistry</b>	2002	Science	Yes	Yes
<b>Holt: American Nation</b>	2000	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2005–2006 school year.

## RESOURCES

### Buildings

Our school accommodates approximately 2,538 people. On an average day, 2,866 students and staff occupy these buildings. This exceeds our capacity by 13 percent. As part of a major modernization program that began in 2003. We have replaced a practice field with 15 portable classrooms and restrooms, added new restrooms, and modernized eight buildings with new paint, carpet, teaching walls, and computer-compatible video monitors.

The locker rooms have new lockers and lighting. Both gyms will receive new lighting and scoreboards. We repaired the roof of one gym, and installed a new floor in the other. Handicap access and a ventilation system have been added. We built a football stadium with artificial turf, a press box with a handicapped access elevator, and new ticket booths.

The district's facilities team spent \$1,926 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was one percent of the district's deferred maintenance budget of \$177,321.

The bathrooms in our school contain 73 toilets, all of which were in good working order when we surveyed the school. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

### Library

Our library includes an Internet-connected computer lab where students do research online. We recently modernized our library and added a moveable shelving system for our textbook room. Our ASB, attendance, Career and Regional Occupational Program, and principal's offices are temporarily located in the library building. The library is open daily and staffed by a full-time credentialed teacher and a classified full-time assistant. The library is open from 7 a.m. to 3 p.m. and is available to students during their breaks and lunch. We update the books and periodicals annually.

### Computers

We have 521 computers available for student use, which means that, on average, there is one computer for every five students. There are 105 classrooms connected to the Internet.

Canyon runs three computer labs able

to accommodate classes of 36 students. All departments regularly make use of these labs by appointment. We are currently in the process (through modernization) of equipping every classroom to be able to make use of PowerPoint software to enhance educational presentations. We use a variety of software, including Microsoft Word, Excel, and PowerPoint; AutoCad; 3D Studio; Vision; Photoshop; and others.

### Parent Involvement

The contact person for parent involvement is:

Name: Bob Messina/Jill Brigandi

Phone number: (661) 252-6110

Canyon's Parent Advisory Committee (PAC) meets on the third Monday of each month to discuss Canyon's various programs and provide updated information about our school. At Academic Booster Club (ABC) meetings, parents plan and prepare two academic celebrations for each school year. Scholarship information is available at both meetings. Another parent group, English Language Learners, also meets once a month for updates and information about our school and the community.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	105	74	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

**FUNDING**

Canyon’s PAC dedicates monies to each individual department for educational supplies. Tutorial services were supplied in both English and math. Our Read 180 program, which helps our struggling readers, received supplemental funding.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

**District Expenses**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$123,980,893	N/A	N/A
Expenses per student	\$6,321	\$7,007	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
Total expenses	\$122,158,566	N/A	N/A
Expenses per student	\$6,222	\$6,977	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,321 per student in the 2003–2004 school year, compared to \$7,007 for the average high-school district in the state. Our total operating expenses for the 2003–2004 year were \$123,980,893. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

**District Salaries, 2003–2004**

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$38,552	\$36,464
<b>Midrange teacher’s salary</b>	\$59,924	\$61,925
<b>Highest-paid teacher’s salary</b>	\$76,041	\$77,260
<b>Average principal’s salary (high school)</b>	\$114,334	\$109,001
<b>Superintendent’s salary</b>	\$213,930	\$158,638
<b>Percentage of budget for teachers’ salaries</b>	41%	38%
<b>Percentage of budget for administrators’ salaries</b>	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.