

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Canyon Rim Elementary School	District Name	Orange Unified School District
Street	1090 The Highlands Drive	Phone Number	(714) 628-4000
City, State, Zip	Anaheim, CA 92808	Web Site	www.orangeusd.k12.ca.us
Phone Number	(714) 532-7027	Superintendent	Dr. Renae Dreier
Principal	David A. Appling, Jr.	E-mail Address	superintendent@orangeusd.k12.ca.us
E-mail Address	dappling@orangeusd.org	CDS Code	30-66621-6114565

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Orange Unified School District is also provided. Unless otherwise specified, the information provided in this report is from the 2008/2009 school year.

Home of the Road Runners, Canyon Rim Elementary School is located in a quiet, residential neighborhood adjacent to a park in Anaheim Hills. Situated on a beautiful nine-acre site, the school was established in July of 1997 and we moved into the permanent buildings in October of 1997. Canyon Rim has eighteen classrooms in three self-contained buildings, twelve portables, a large Multi-Purpose Room, and an Administration building housing the administrative offices, staff lounge and workrooms, the technology lab and library. The school has a networked computer system allowing the students to access our computer software, research tools, and the Internet from every computer in the school.

Canyon Rim maintains a single track, year-round schedule and is one of 28 elementary schools in the Orange Unified School District. Approximately 680 students are enrolled in grades kindergarten through six including behavioral SDC classes during the 2009/2010 school year.

Our school statement of mission is: to provide a safe and nurturing environment that supports all students' unique learning styles, empowers them to achieve academic success, and encourages them to become life-long learners and productive members of society. School Site Council, PTA, community members, staff and students are all a part of the Canyon Rim team, and all play a vital role in achieving a consensus and making decisions for student learning and success.

Teachers and support staff work collaboratively to develop and implement programs that excite, motivate, and engage all learners. They participate in a variety of professional development opportunities intended to increase their ability to meet the needs of all students and perform at their highest possible level.

The diverse student body at Canyon Rim represents many cultural and ethnic backgrounds, as well as an array of ability levels, ranging from severely handicapped to intellectually gifted. The contributions, achievements, and progress of all students are valued and celebrated.

The parents at Canyon Rim are generous in their time and resources, contributing assistance in the classroom on a daily basis and supporting the school in a variety of ways. They organize, sponsor, and supervise programs and activities that enrich students' experiences in art, music, technology, etc.

The "Educational Team" - certificated staff, classified staff, parents and community members - all contribute to provide our children with an extraordinary instructional program designed to meet the challenge of the twenty-first century at Canyon Rim.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Canyon Rim Elementary School has exceptional parent participation at many different levels. The Canyon Rim PTA offers varied educational enhancements, not only through funding, but also by being actively involved on all levels. The PTA supports the instructional program by providing funding and/or volunteers for various instructional support programs. This year the PTA donated funding for supplemental classroom materials, curricular enrichment programs such as "Art Masters" and field trips. It also provided dedicated volunteers for our SPIDER Club reading reinforcement program, "Reflections" art contest program, "I Know My States" geography competitions, Class Act Music Program, in addition to a myriad of classroom volunteers. The PTA also provides social opportunities for students and their parents such as a Fall Community Fair and class parties throughout the year.

Daily classroom activities and a wealth of student performances beckon parents to become involved. Parents participate in PTA parent forums and the Principal's "Coffee Chats" where they can voice concerns and give input to current events happening at the school. Student performances across the curriculum bring parents to Canyon Rim daily.

The Canyon Rim School Site Council, composed of staff and parents, reviews the instructional program and approves additional State funding for staff development, supplemental educational materials, and instructional assistants. The School Site Council meets at least quarterly and invites all interested parents to attend its meetings. Parental involvement is an essential part in helping to educate our children at Canyon Rim.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	80
Grade 1	103
Grade 2	93
Grade 3	93
Grade 4	94
Grade 5	86
Grade 6	97
Total Enrollment	646

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.17	White (not Hispanic)	57.28
American Indian or Alaska Native	0.15	Multiple or No Response	10.37
Asian	16.72	Socioeconomically Disadvantaged	5.00
Filipino	2.01	English Learners	4.00
Hispanic or Latino	11.15	Students with Disabilities	8.00
Pacific Islander	0.15		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.0		2		26.7		3		26.7		3	
1	18.5	4			19.5	4			22.8	4		1
2	19.5	4			19.5	4			19.0	4		
3	18.8	4			18.4	5			30.0		3	
4	33.0			3	26.0		3		30.7		3	
5	29.3		3		31.0		3		28.3		4	
6	32.0		2	1	30.0		3		31.7		3	
K-3	20.0	2			20.0	1			20.0	1		
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Canyon Rim. Canyon Rim has a Site Safety Plan monitored by the School Site Council. The plan is reviewed with the faculty each fall and periodically during the year as we implement our plan. Our School Safety plan was updated and reviewed in February, 2008. Our goals for the 2007/08 school year included the following: - Celebrate Make Kindness contagious throughout the month of February by honoring random acts of kindness. - Promote character education through Human Options classroom presentations of "Hands Are Not for Hitting". - Display character traits on ball walls (Respect, Cooperation and Kindness Counts) - Notify parents early of approved calendar for the next school year. - Send letters home to parents of students with attendance/tardy concerns. Schoolwide, classroom, and bus rules are reinforced throughout the school by teachers, the principal, instructional assistants, noon duty supervisors, bus drivers, and parent volunteers. Bus, bike, and walking safety procedures are addressed in age appropriate class discussions and assemblies. Parents are informed immediately, through a strong home-school communication system if their child is involved in any inappropriate or dangerous behavior. Conscientious behavior is reinforced through our positive reinforcement system.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	1.0	1.5	5.7	5.6	7.3
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Maintaining the appearance, safety and functionality of Canyon Rim is important. Canyon Rim Elementary School is the second newest school site in the Orange Unified School District. A full time day plant manager, a full time night custodian, and a 3.75 hours custodian maintain our site daily. The school grounds are well kept and the fence and walkways represent the Canyon area that surrounds us. Each set of four classrooms has a central pod area, used for individual remedial teaching, assessment testing, etc. Classrooms are decorated with student work, inspirational slogans and self-esteem building posters encouraging students to do their best. Signs on our outside walls proclaiming Canyon Rim to be a drug and smoke free facility are visible. Gates remain locked during operational hours and adult supervision is provided in the front of the school to monitor the arrival/dismissal of students. All visitors are required to check-in at the office and obtain a visitor's badge upon entering the campus. The custodial staff, teachers, students, and community take great pride in the appearance and safety of our campus.

The information in the following table is taken from the December 2009 school site inspection.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	29	30	30	1325
Without Full Credential	1	2	0	48
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	85.6	14.4
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	89.3	10.7

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook.

High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student.

The Public Hearing and Adoption of Resolution No. 09-09-10 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 15, 2009.

Based on current research, Canyon Rim's curriculum is aligned to state standards and is a reflection of our school mission. The instructional program is thoughtfully planned to provide a rigorous, world-class curriculum that integrates essential skills, attitudes, and abilities in all curricular areas. There is a balance of teacher-directed and student-centered instruction. Adopting a strategic framework for whole school improvement, every elementary school in Orange Unified School District has identified and implemented an instructional focus. The nine elements of focus provide teachers with a process and structured time to collaborate in their review of student achievement toward standards and instructional programs. The Instructional Leadership Team, a professional collaboration team to improve teaching and learning, includes grade level representatives and principal. The team meets to provide schoolwide leadership around the instructional focus. Teacher teams also meet regularly to discuss and compare student work for the purpose of setting high standards, assessing their own and their students' performance. Assessments of students are conducted frequently to insure student support and growth. Early intervention is emphasized to identify and assist at-risk students before formal intervention procedures occur. These students are provided with additional instruction to enhance reading and math skills based on low test scores. Our resource specialist provides support to teachers by means of materials and resources, and teachers collaborate to create profiles to meet the needs of children. The Canyon Rim staff attends trainings and conducts discussion groups on interventions for special needs students in the classroom, and staff is resourceful and supportive of all students. They share a common purpose to shift the focus from remediation and failure to one of prevention and support for student success. Teachers meet with the resource specialist teacher, psychologist, speech and language pathologist and principal to review IEPs and 504 plans for immediate implementation. Teachers conference with parents, provide written notification of at-risk status of children, and together develop an intervention plan. Formal intervention conferences are scheduled for a minimum of three times during the school year with ongoing evaluations of interventions needed. Canyon Rim has an effective Student Success Team. Students who are not experiencing success academically and/or behaviorally may be referred to the SST by the parent or any member of the school team. The SST meets to combine the talents of the principal, specialists, parents and classroom teachers in developing and monitoring action plans to facilitate success in the lives of struggling students. Although few in numbers, all of our EL students are instructed in English. They receive instruction utilizing SDAIE methodology, such as Guided Language Acquisition Design, Cognitive Guided Instruction strategies, Thinking Maps, and other instructional strategies so that the core curriculum is comprehensible for their language level. All Canyon Rim teachers have a

specialized credential to serve our English Learners, and all EL students receive additional support utilizing the district adopted ELD program, Avenues. Canyon Rim has a highly trained and dedicated staff. The principal, (prior curriculum specialist and administrator), is well versed in curriculum and instruction providing ongoing support to all staff. One hundred percent of the teaching staff are fully credentialed, and take part in on-going training.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>Houghton Mifflin R/LA Program adopted in 2003 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
Mathematics	<p>Houghton Mifflin Math Program adopted in 2002 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Harcourt Math Program adopted in 2002 Grade 6 and Houghton Mifflin Mathematics, Concepts & Skills adopted in 2001 (Grade 6 GATE) All were selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
Science	<p>Scott Foresman Program adopted in 2008, Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
History-Social Science	<p>Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
Health	<p>Too Good For Drugs Program adopted in 2008 Grades 3-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,660	\$141	\$4,519	\$60,128
District	---	---	\$6,139	\$61,064
Percent Difference: School Site and District	---	---	-26.4%	-1.5%
State	---	---	\$5,512	\$67,049
Percent Difference: School Site and State	---	---	-18%	-10.3%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Canyon Rim operated the following categorical programs for the 2007/08 school year:

- School Improvement Program (\$37,771.00)
- EIA/Limited English Program (\$9,389.00)
- ELAP (\$3,187.00)

The Canyon Rim Parent Teacher Association helps provide several outstanding supplemental programs to our students. They are as follows: Art Masters, Imagination Machine, Discovery Science Center, Pretend City on Wheels and California Explorer. In addition, students enjoy standards -related field trips and educational and cultural programs.

SLIP funds and EIA / ELAP monies provide after school tutoring and Homework Club for lower performing students. Native American funds are available to provide academic assistance to qualifying students. Canyon Rim's Technology Aide is funded through SLIP, as well instructional assistants to support ExCEL groups.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,210	\$42,065
Mid-Range Teacher Salary	\$70,989	\$67,109
Highest Teacher Salary	\$95,544	\$86,293
Average Principal Salary (Elementary)	\$100,287	\$107,115
Average Principal Salary (Middle)	\$105,602	\$112,279
Average Principal Salary (High)	\$119,424	\$122,532
Superintendent Salary	\$248,644	\$216,356
Percent of Budget for Teacher Salaries	41.5	39.4
Percent of Budget for Administrative Salaries	6.4	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72	72	72	53	54	57	43	46	50
Mathematics	70	68	66	46	49	49	40	43	46
Science	72	64	72	53	57	61	38	46	50
History-Social Science				41	43	48	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	45	36	*	
American Indian or Alaska Native	*	*		
Asian	77	85	88	
Filipino	*	*	*	
Hispanic or Latino	54	46	33	
Pacific Islander	*	*		
White (not Hispanic)	77	66	76	
Male	67	67	75	
Female	78	64	68	
Economically Disadvantaged	44	33		
English Learners	40	50	*	
Students with Disabilities	31	34	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7	18.4	51.7

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	2	2	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	1	1	2	870
African American				
American Indian or Alaska Native				
Asian	-18	9	-7	918
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	4	-2	8	874
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	29.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as BTSA (Beginning Teacher Support and Assessment) and PAR (Peer Assessment and Review), staff meetings, conferences, and school-based in-service meetings. BTSA, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

A comprehensive, standards-based professional development program is essential in achieving a balanced curriculum to meet the needs of our students. Each year, the staff identifies the areas of focus for staff development based on the analysis of standardized test scores and student work. Focus on Results guides the staff in selecting in-services to promote research-based best practices.

During the 2008/09 school year, the Canyon Rim staff used the three School Based Staff Development days to: expand our repertoire of strategies for implementing CGI (Cognitively Guided Instruction) and differentiating instruction to meet the needs of all students, review our STAR data and develop a plan to address the areas of need, support technology in the classroom, deepen our work through Focus on Results and learn about the new science and DATE adoption materials.

Canyon Rim has a mix of highly seasoned teachers with multiple years of teaching experience and those newer to the profession who contribute new ideas. Our school has been designated as a Professional Development School for California State University, Fullerton. Our staff is committed to working with new teachers as future teaching professionals. Teachers serve in one or more roles – master teacher, demonstration lesson teacher, or small group discussion leader in areas of special interest or concern. Serving as a Professional Development School enhances teachers' renewal, commitment, and knowledge of the profession, as well as contributes to their own ongoing professional development.

The School Improvement Plan specifies all activities and funding sources utilized by Canyon Rim to meet the needs of all students. To reach our goals, professional development opportunities are designed and implemented to assist the principal, teachers, and paraprofessionals in supporting all students in meeting the rigorous standards. The District also provides training to support all teachers in areas such as technology and strategies to support our English Learners.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92