

Executive Summary School Accountability Report Card, 2005-06

For Canyon Springs Elementary School

Address: 19059 Vicci St., Canyon Country CA 91351-3380

Phone Number: (661) 252-4322

Principal: Marie Stump

Grade Span: K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Canyon Springs is a school-wide Title One school currently educating 824 students in thirty regular education classes, one Learning Disabled Class, two Deaf and Hard of Hearing Regionalized Services classes, and two District TMH/Autism classes. Our school also houses a State Preschool, serving over 80 students.

During the 2005-2006 school year, the student population at Canyon Springs School was diverse in ethnicity, language, and economic needs. Of the 824 students, 76% of the students participated in the Free/Reduced Lunch program, and 41% of all students had English as a second language.

Sandcastles Day Care is housed on campus and provides childcare for our students.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	824	Teachers With Full Credential	42
African American	2.9 %	Teachers Without Full Credential	3
American Indian or Alaska Native	0.4 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	1.0 %	Misassignments of Teachers of English Learners	2
Filipino	2.3 %	Total Teacher Misassignments	2
Hispanic or Latino	67.8 %		
Pacific Islander	0.2 %		
White (Not Hispanic)	25.4 %		
Multiple or No Response	0.0 %		
Socioeconomically Disadvantaged	54.1 %		

English Learners	39.0 %
Students with Disabilities	15.0 %

School Facilities

Summary of most recent inspection and actions taken if needed:

Monthly walk throughs indicate that in general our school facility and grounds are well kept and clean. Gas line repairs have been completed and a new gas meter has been installed on campus. Our staff and students view school as their home away from home and respect it as such. Students are encouraged to keep the school clean by their participation in the school's Character Counts program. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,975
District	\$5,010
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	38
Mathematics	56
Science	29
History-Social Science	

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	749
Statewide Rank (from 2005 API Base Report)	4
2006-07 Program Improvement Status	n/a

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 at the California Department of Education (CDE) Web site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Canyon Springs Elementary	District Name	Sulphur Springs Union Elementary
Street	19059 Vicci St.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351-3380	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-4322	Superintendent	Robert Nolet, Ed.D.
Principal	Marie Stump	E-mail Address	бноlet@sssd.k12.ca.us
E-mail Address	mstump@sssd.k12.ca.us	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Canyon Springs is a school-wide Title One school currently educating 824 students in thirty regular education classes, one Learning Disabled Class, two Deaf and Hard of Hearing Regionalized Services classes, and two District TMH/Autism classes. Our school also houses a State Preschool serving fifty students.

During the 2005-2006 school year, the student population at Canyon Springs School, was diverse in ethnicity, language, and economic need. Ethnically, 70% were Hispanic and 23% White not Hispanic, 76% of the students participated in the Free/Reduced Lunch program, and 41% of all students had English as a second language.

Students - Children are our most valued resource. At Canyon Springs School students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become lifelong learners and to have the opportunity to be leaders of a 21st century society built on communication and technology.

Parents - A child's success is directly related to parental involvement. Parents provide an essential foundation that allows their children to achieve their fullest potential. Parents are active

participants in the decision making process that supports our school goals. Like our students, parents are given educational opportunities to insure learning over a lifetime.

Staff - The Canyon Springs staff is dedicated to providing an environment that promotes high expectations. Together we challenge students to take responsibility for their learning. Our staff works with parents, students, and the community to form a shared leadership and works cooperatively to attain school goals. We strive to appropriately monitor and allocate site funds and resources. As a staff we remain united to help our diverse student population grow individually and offer a curriculum that fosters enthusiastic learning.

Community - The community surrounding Canyon Springs plays an important part in our success. We operate as a true community school, with access to school facilities and an open line of communication. Our goal is to encourage community involvement in the school by promoting a sense of mutual investment in the education of our children.

Opportunities for Parental Involvement

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

Parents are active participants in the decision making process that supports our school's goals through participation in the School Site Council and English Learner Advisory Committee. Parents are also encouraged to volunteer in the classrooms on a regular basis. Educational opportunities are presented to the parents through English language instruction -Community Based English Tutoring Program. School based activities, such as "Walk In Their Shoes" and "Family Math Night" enable parents to spend time with their child in an academic environment. Evening Sign Language classes provide an opportunity to our school community and parents of Deaf and Hard of Hearing students to learn American Sign Language. Parent Information evenings are provided throughout the school year to help parents stay informed of upcoming school events such as Parent Conferences and Standardized Testing and Reporting. School PTA organizes events for the whole family to enjoy including Family Sports Night, Family Movie Night and Winter Wonderland.

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	107	Grade 8	0
Grade 1	116	Ungraded Elementary	0
Grade 2	116	Grade 9	0
Grade 3	115	Grade 10	0
Grade 4	126	Grade 11	0
Grade 5	130	Grade 12	0
Grade 6	113	Ungraded Secondary	0
Grade 7	0	Total Enrollment	824

Student Enrollment by Group

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	2.9	White (not Hispanic)	25.4
American Indian or Alaska	0.4	Multiple or No Response	0.0

Native			
Asian	1.0	Socioeconomically Disadvantaged	54.1
Filipino	2.3	English Learners	39.0
Hispanic or Latino	67.8	Students with Disabilities	15.0
Pacific Islander	0.2	---	---

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	2003-04				2004-05				2005-06			
	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	28.0		4		27.3		4		24.8	1	3	
1	17.2	6			19.2	6			19.0	6		
2	19.5	8			19.6	7			19.1	9		
3	19.8	6			18.7	7			18.0	5		
4	31.0		3		29.3		4		29.2		5	
5	28.8		4		32.3		2	1	30.5		4	
6	31.0		3	1	29.0		4		29.3	1	1	2
K-3					18.0	1						
3-4	20.0	1			20.0	1						
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100% Option 2	100% Option 2	100% Option 2
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

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

School Safety Plan includes:

- 1) School disaster procedures
- 2) Ensuring a safe teaching and learning environment
- 3) Promoting safe travel to and from school
- 4) Providing District and Community resources to students and parents

5) Providing an environment where students, parents, staff and the community effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

On the first day of school each year, a student/parent handbook outlining School Expectations and rules for safety and proper conduct is shared with students and given to parents. On the first recess, students participate in the Power Point presentation of school, playground, and cafeteria standards. A three way school compact is presented on the 1st day as well. Parents are requested to review the rules with their children, sign and return them to the school. Students are supervised on the playground, in the cafeteria, and in the bus loading area. Students acting in an unsafe manner are issued "Misconduct" slips. Caught Being TRRFCC Slips, based on school's Character Counts discipline policy, are given to students to encourage positive and acceptable behavior. Each morning students take the Bear (school) Pledge, which encourages them to be responsible for their actions, and show caring towards others. In addition, students participating in the morning pledge share the Character pillar of the month every morning.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	26	31	31	125	179	150
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Improvements

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

Monthly walk throughs indicate that in general our school facility and grounds are well kept and clean. Students are encouraged to keep the school clean by their participation in the school's Character Counts program. During the 2005-2006 school year the administration building was remodeled. The school office, the staff lounge and the staff bathrooms were remodeled. An additional Conference Room was created. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		

Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	35	39	42	270
Without Full Credential	3	4	3	12
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	5	5	2
Total Teacher Misassignments	5	5	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.8	2.2

All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

For the 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, workshop and conference attendance and for illness. These days also include staff that has extended illness leaves as well as maternity leaves.

The returning classroom teacher evaluates substitute teachers. The site principal evaluates those individuals serving in a long-term assignment. The evaluation form includes instructional effectiveness, classroom management, relationship with pupils and an overall rating and an option for comments.

In the 2005/06 school year, there were 15 instances across our eight sites when a substitute was not available. Each site covers these rare occasions by using their assigned resource specialist, assistant principal or principal.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School wide Program Plan. The principal or assistant principal formally evaluates tenured teachers in the District at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

V. Support Staff

Academic Counselors and Other Support Staff

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	n/a	n/a
Library Media Teacher (Librarian)	n/a	---
Library Media Services Staff (paraprofessional)	0.6	---
Psychologist	0.7	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.6	---
Resource Specialist (non-teaching)	1	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

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	Houghton Mifflin: K-6 Adopted 2003	Sufficient Textbooks – One per student
Mathematics	McGraw Hill: K-6 Adopted 2001	Sufficient Textbooks – One per student
Science	Harcourt: K-5 Adopted 2000 Holt "Adventures in Science": 6 Adopted 2001	Sufficient Textbooks – One per student
History-Social Science	McGraw Hill: K-6 Adopted 1999	Sufficient Textbooks – One per student
Foreign Language	N/A	N/A
Health	Harcourt Brace : Healthy You	Sufficient Textbooks – One per student
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	4,734	759	3,975	---
District	---	---	5,010	62,510

Percent Difference - School Site and District	---	---	79.3%	---
State	---	---	\$4,743	\$58,725
Percent Difference - School Site and State	---	---	105.6%	106.4%

Types of Services Funded

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

Categorical funds are spent at Canyon Springs to support the instructional assistants, supplemental materials from Title I funds. Categorical dollars also support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132	\$38,554
Mid-Range Teacher Salary	\$59,202	\$62,649
Highest Teacher Salary	\$79,271	\$76,437
Average Principal Salary (Elementary)	\$104,606	
Average Principal Salary (Middle)	n/a	-
Average Principal Salary (High)	n/a	-
Superintendent Salary	\$147,396	\$150,227
Percent of Budget for Teacher Salaries	44.60	43.8
Percent of Budget for Administrative Salaries	6.10	5.4

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	31	36	38	49	53	55	36	40	42
Mathematics	44	47	56	53	60	63	34	38	40
Science	23	22	29	30	45	50	25	27	35
History-Social Science							29	32	33

CST 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
African American	41	68	*
American Indian or Alaska Native	*	*	
Asian	*	*	*
Filipino	57	79	*
Hispanic or Latino	31	52	21
Pacific Islander	*	*	
White (Not Hispanic)	52	60	53
Male	35	54	32
Female	42	57	27
Economically Disadvantaged	33	52	17
English Learners	19	44	4
Students with Disabilities	21	31	21
Students Receiving Migrant Education Services			

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	40	21	20	55	47	44	43	41	42
Mathematics	57	42	49	66	67	67	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	15	39
Pacific Islander		
White (not Hispanic)	50	75
Male	18	43
Female	23	55
Economically Disadvantaged	15	43
English Learners	7	34
Students with Disabilities	8	21
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	35.3%
7	n/a
9	n/a

IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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

10 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	2003-04	2004-05	2005-06
Statewide	6	5	4
Similar Schools	10	9	7

API Changes 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: blank space means the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-21	-4	26	749
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-13	0	22	721
Pacific Islander				
White (not Hispanic)	-29	2	44	808
Socioeconomically Disadvantaged	-15	-3	35	722
English Learners	--	--	9	687
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Canyon Springs School has been recognized as a California Distinguished School in 1997 and in 2004. Canyon Springs School also received recognition as Title I Achieving School in 2002.

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 English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes

Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement Implementation	n/a	n/a
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Canyon Springs School's instructional program is based on the California State Standards. Teachers use Long Range Plans to map out the course of the year and ensure that all curricular areas are completed by the end of the year. Professional Development Tuesdays are used for Staff Development, Grade Level Planning and Cross Grade Level articulations. Progress is measured through the district's benchmark assessments administered two times a year in grades K-6, as well as, informal teacher made and textbook assessments. The staff, under the direction of the Leadership Team and School Site Council, cooperatively uses assessment results to analyze instructional practices.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional Development activities for teachers included training on the following programs: Step Up To Writing - Front line Phonics - LACOE Science Planning Microsoft Office - McIntosh OS X - Math Facts in a Week - Diversity -Strategies for working with English Language Learners - Long Range Planning. Office staff received training on working with school. Instructional Aides received training on working with English Language Learners - The Project Read Program.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	56,385	50,400
2	56,385	50,400
3	56,385	50,400
4	56,385	54,000
5	56,385	54,000
6	56,385	54,000
7	n/a	54,000
8	n/a	54,000
9	n/a	64,800
10	n/a	64,800
11	n/a	64,800
12	n/a	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every school in the district had 9 minimum days during the 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, last day of school and four additional minimum days to provide teachers with curriculum planning time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.