



# Canyon Middle School

School Accountability Report Card  
Reported Using Data from the 2010-11 School Year  
Published During 2011-12



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Canyon Middle School	<b>District Name</b>	Canyon Middle School
<b>Street</b>	19600 Cull Canyon Road	<b>Phone Number</b>	(510) 537-3000
<b>City, State, Zip</b>	Castro Valley, CA 94546	<b>Web Site</b>	<a href="http://www.cv.k12.ca.us">www.cv.k12.ca.us</a>
<b>Phone Number</b>	(510) 538-8833	<b>Superintendent</b>	Jim Negri
<b>Principal</b>	Mark Croghan	<b>E-mail Address</b>	<a href="mailto:jnegri@cv.k12.ca.us">jnegri@cv.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:markcrog@cv.k12.ca.us">markcrog@cv.k12.ca.us</a>	<b>CDS Code</b>	01-61150-6097653

### School Description and Mission Statement (School Year 2010-11)

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

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#### School Description:

The staff and students of Canyon Middle School, a California Distinguished School and National Model Middle School, take pride in their academic success during the past year. The results of the state required STAR test showed continued success in all academic areas and in all grade levels for our students. Teachers focus on meeting state and district standards in all areas of instruction. Intervention programs have been implemented to assist students not meeting standards. A focus of the school is to assist students in making a successful transition from elementary to secondary school. Canyon's educational program is founded on the concepts contained in "Taking Center Stage II," and "Gaining Ground in the Middle Grades: Why Some Schools Do Better"- Ed Source. Students are provided a safe learning environment that focuses on meeting the needs of adolescent learners living in our diverse and rapidly changing society. Canyon celebrates "Canyon World Pride Week," a week to celebrate the diversity and the richness that differing cultures bring to our school community and implements the Castro Valley Unified School District Equity Action Plan. Beyond the focused diversity week, activities and events are embedded in the curriculum and activities program. The Canyon staff works with the members of our school community to prepare our students for the global society in which they will live.

#### Mission Statement:

The mission of the Castro Valley Unified School District (CVUSD), a public preschool through adult organization, is to provide all students programs of excellence that instill a passion for lifelong learning while preparing them for the challenges of tomorrow. The CVUSD will enhance students' self-esteem, help them discover and maximize their individual potential, and guide each to dignify, appreciate, respect, and accept human diversity.

#### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Parents are an integral part of our commitment to providing excellent educational programs to Canyon students. Parents are encouraged to actively participate in the education of their child(ren). There are various opportunities available for parents to be involved at Canyon Middle School, including but not limited to:

- ELAC Committee
- PALMS parent/student/community committee Post Secondary Access for Latino Middle School Students
- Athletic Boosters
- Book Fairs - twice per year
- Canyon Garden Project
- Chaperones for activities/dances
- CV CAN (Castro Valley Community Action Network)
- Music Parent Society
- Parent Teacher Association (PTA)
- Parenting Classes offered by the Counseling Department
- School Site Council
- School Volunteers
- Parent Patrol
- Library Assistants
- Technology Team
- Superintendent's Parent Council

#### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	438
Grade 7	463
Grade 8	429
<b>Total Enrollment</b>	<b>1,330</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8	White	28.1
American Indian or Alaska Native	0.5	Two or More Races	10.3
Asian	25.8	Socioeconomically Disadvantaged	25.9
Filipino	3.6	English Learners	15.5
Hispanic or Latino	22.9	Students with Disabilities	9.5
Native Hawaiian/Pacific Islander	0.8		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.1	5	33	9	24	18	22	16	24.5	15	9	13
Mathematics	30.2	0	35	7	27	8	34	8	27.6	6	16	10
Science	29.6	2	25	11	28.3	5	28	13	29.9	3	9	17
Social Science	29.9	2	33	10	29	2	24	18	31.3	2	9	16

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Canyon Middle School's Safety Plan is revised annually each fall by the Site Safety Committee. Emergency drills (including fire, earthquake and secure campus drills) are held on a regular basis. Canyon Middle School also participates in Alameda's County-wide Emergency Preparedness Day and the Great California Shake-out Drill. A parental phone notification system provides immediate information to parents in the event of an emergency on campus. Additionally Parents are kept informed of campus events and emergency situations by e-mail, instant messaging, and phone alert system.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	11.37	9.09	7.59	6.72	7.11	5.39
Expulsions	0.6	0.37	0.53	0.24	0.4	0.12

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** 2012, January

Canyon Middle School is located in Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and at the foot of the East Bay hills, Castro Valley is a growing and diverse community with neighborly appeal.

Canyon Middle School, home of the Condors, sits on top of a hill on 68 acres overlooking Castro Valley and serves students in grades six through eight. The current facilities were built in 1964 as a high school site. Canyon Middle School completed a four year modernization in 2007 that resulted in classrooms with new tile, cabinetry, tack boards, and new white boards. The project was funded by three community-supported bond measures. The gym, cafeteria, library, and theater have all been extensively modernized and provide outstanding common areas for students and community use. All bathrooms on campus have been modernized and all fixtures replaced. In the summer of 2008, two state of the art 1500 sq ft. science centers were added to the 6th grade wing along with two additional 960 sq ft. science classrooms. The result is a campus that offers facilities to our students that are dedicated to creating an environment rich on academic support. Canyon's maintenance department does an excellent job maintaining the facility on a daily basis. District maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The campus is clean, safe, and well maintained.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	64	64	56	402
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence	3	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	540
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist (non-teaching)	0	---
Other	0.4	---

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2011, Sept.

All students have access to standards-based, state adopted instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson California Literature	Yes	0%
Mathematics	Houghton Mifflin	Yes	0%
Science	Pearson Prentice Hall	Yes	0%
History-Social Science	Holt Rinehart	Yes	0%
Foreign Language	Pearson Prentice Hall	Yes	0%
Health			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,305	\$247	\$4,552	\$71,265
District	---	---	\$4,595	\$67,497
Percent Difference: School Site and District	---	---	-.9%	5.9%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-16.6%	7.2%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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- ARRA: State Fiscal Stabilization Fund
  - Arts & Music Block Grant
  - CAHSEE Intensive Instruction & Services
  - Drug Free Community Support
  - Economic Impact Aid Limited English Proficiency
  - English Language Acquisition Program
  - Gifted & Talented Education
  - Instructional Materials Realignment
  - Lottery: Instructional Materials
  - NCLB: ARRA Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title II, Part A, Improving Teacher Quality
  - NCLB: Title II, Part D, Enhancing Education Through Technology
  - NCLB: Title III, Limited English Proficient
  - NCLB: Title IV, Part A, Safe & Drug Free Schools
  - NCLB: Title V Part A, Innovative Education Strategies
  - Professional Development Block Grant
  - School & Library Improvement Block Grant
  - School Safety & Violence Prevention
  - Stop Act Grant
  - Teacher Credentialing Block Grant

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,916	\$41,284
Mid-Range Teacher Salary	\$67,899	\$65,173
Highest Teacher Salary	\$87,049	\$83,460
Average Principal Salary (Elementary)	\$114,698	\$102,834
Average Principal Salary (Middle)	\$126,456	\$108,953
Average Principal Salary (High)	\$136,179	\$118,384
Superintendent Salary	\$232,185	\$179,397
Percent of Budget for Teacher Salaries	28%	40%
Percent of Budget for Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	71	74	68	70	72	49	52	54
Mathematics	60	66	66	61	64	65	46	48	50
Science	68	67	75	71	71	75	50	54	57
History-Social Science	62	62	74	56	59	65	41	44	48

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	72	65	75	65
All Student at the School	74	66	75	74
Male	71	65	78	73
Female	78	66	72	75
Black or African American	62	45	49	51
American Indian or Alaska Native	0	0	0	0
Asian	84	84	88	83
Filipino	80	78	0	0
Hispanic or Latino	61	46	52	59
Native Hawaiian/Pacific Islander	0	0	0	0
White	78	68	86	81
Two or More Races	77	72	75	71
Socioeconomically Disadvantaged	57	49	56	52
English Learners	23	34	32	27
Students with Disabilities	43	34	0	11
Students Receiving Migrant Education Services				

\* 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.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.9	19.3	49.3

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	9	9	9
Similar Schools	7	5	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-8	12	15
Black or African American	-14	-12	13
American Indian or Alaska Native			
Asian	-2	6	7
Filipino			
Hispanic or Latino	-20	18	20
Native Hawaiian/Pacific Islander			
White	-2	30	12
Two or More Races	N/D		6
Socioeconomically Disadvantaged	-9	16	12
English Learners		-13	42
Students with Disabilities		34	6

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,288	868	6,755	865	4,683,676	778
Black or African American	101	765	393	784	317,856	696
American Indian or Alaska Native	6		25	821	33,774	733
Asian	332	939	1,558	932	398,869	898
Filipino	45	901	180	893	123,245	859
Hispanic or Latino	291	794	1,535	802	2,406,749	729
Native Hawaiian/Pacific Islander	10		42	758	26,953	764
White	367	889	2,311	873	1,258,831	845
Two or More Races	135	874	649	878	76,766	836
Socioeconomically Disadvantaged	339	774	1,474	788	2,731,843	726
English Learners	169	763	948	817	1,521,844	707
Students with Disabilities	133	653	584	673	521,815	595

### Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

**Federal Intervention Program (School Year 2011-12)**

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	7.7

**XI. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Each year there have been two days of professional development during the school year. During these days teachers work in their Professional Learning Communities (PLC's) to evaluate student data and develop instruction to meet the diverse needs of the Canyon student population. A site based literacy team (CALT) meets monthly to develop and implement literacy activities to be implemented across the curriculum. Math teachers engage in PRIME NUMBERS staff development and are released three days per year to work together as a district, with a consultant from the Alameda County Office of Education on implementing Best Practices in math. All teachers also meet once week in a collaborative manner to share ideas, learn from each other and strengthen their skills.