

CANYON CREST ELEMENTARY SCHOOL

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2006 California Distinguished School

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and community members with information about the school's instructional programs, student achievement, and demographics.

At Canyon Crest we believe that quality education for all students can be achieved through high standards for academic performance and behavior. We are fortunate to have strong family/school partnerships and a dedicated, enthusiastic staff who are committed to providing the best possible education for our students. Canyon Crest received the prestigious 2006 California Distinguished School award in reflection of the dedication, commitment, awards, and collaborative efforts of students, staff, and parents in collectively striving for academic excellence.

Canyon Crest is a multi-track, year-round school serving 791 students in preschool through grade five. We enjoy a rich diverse population composed of 77.9% Hispanic,

9.2% African American, 6.3% European American, 3% Asian, 1.8% Filipino and 0.9% other ethnic backgrounds. Our parents offer their time and talents through groups such as: Classroom Volunteers, English learners Advisory Council, School Site Council, and PTA.

At Canyon Crest, we celebrate our successes and recognize that we must continue to find strategies for improving academic achievement of all students. We are committed to this and hope to see continued growth. Parents and community members are always welcome to visit Canyon Crest.

School Mission

The Canyon Crest Elementary School community takes pride in nurturing and preparing our students to be productive, confident citizens of the 21st century. We focus on our students meeting or exceeding California state grade level standards while addressing their physical, social, and emotional development.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Parent Involvement

Parents are encouraged to get involved in Canyon Crest Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents are welcome to help out in the classroom, library and school office. Events such as Back to School Night, Open House, Family Nights, and parent conferences provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, English Learner Advisory Council, and GATE Parent meetings provide opportunities for parents to have input on curricular programs and, in some cases, financial planning. Parents are invited to monthly coffee with the principal, where parents may express concerns or ideas.

Parent education activities include Community Based English Tutoring (for parents who want to effectively support their child at home) and parent training classes focused on helping parents understand their child's academic program. Parents with children ages 0-5 are encouraged to participate in Parents As Teachers (PAT) classes providing instruction on how parents can help make the most of crucial early-learning years; topics cover child development, language development, intellectual growth, and social and motor skills.

All school-to-home communication is provided in both English and Spanish. The principal sends letters sharing important announcements regarding attendance, school events, and student progress. Teachers prepare class letters updating parents on classroom activities, events, and homework. Personal notes or phone calls are made by school staff to discuss individual concerns. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information on how to get involved in the school community may contact their child's teacher, the principal, or assistant principal at (909) 357-5440.

School Profile

Canyon Crest Elementary School is a multi-track, year-round school serving 791 students in kindergarten through fifth grade. During the 2007-08 school year, student enrollment included 10.24% in special education and 45.4% qualifying for English learner support. Staff are focused on providing a caring, stimulating educational environment centered around positive academic, social, and emotional growth. Continuous evaluation, training,

and refinement of instructional programs and intervention strategies enable students to receive class lessons at current learning levels while developing the necessary skills to meet and exceed grade level proficiency standards.

Percentage of Students by Ethnicity 2007-08 Enrollment: 791

African-Amer.	9.2%
Amer. Indian or Alaskan Native	0.5%
Caucasian	6.3%
Asian	3.0%
Filipino	1.8%
Hispanic or Latino	77.9%
Pacific Islander	0.4%
Multiple or No Response	0.9%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Canyon Crest Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Canyon Crest Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

Standardized State Assessments

Students at Canyon Crest Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Appendix 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Appendix 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Canyon Crest Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Canyon Crest			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	34	36	43	28	30	34	42	43	46
Math	49	52	53	27	27	30	40	40	43
Science	23	19	28	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Canyon Crest						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	43		53	*	41	*	48
Math	46		71	*	52	*	54
Science	14		*	*	29		*
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Canyon Crest					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	37	44	30	39		
Math	53	53	48	52		
Science	35	21	13	24		
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		5	5	6
Similar Schools Rank		9	8	10
Results	2008 API Score	Increase/Decrease in API		
Schoolwide - All Students	782	2005-06	2006-07	2007-08
Ethnic Subgroups				
Hispanic or Latino	775	-6	26	6
Other Subgroups				
Economically Disadvantaged	768	-6	21	3
English Learners	774	-6	26	19

Upon completion of the 2007-08 fitness exam, 25% of fifth grade students tested were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

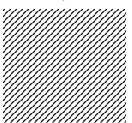
AYP Indicator	Canyon	
	Crest	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Increase API by one point		
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Canyon Crest Elementary did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

Title I Program Improvement (PI) Status

PI Status	Canyon	
	Crest	FUSD
PI Status	Not In PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		

The statistical information in this table reflects the PI status during the 2008-09 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

Canyon Crest Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1992; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1992
Acreage	5.5 ac
Square Footage	53,110 sf
	Qty.
# of Permanent Classrooms	25
# of Portable Classrooms	8
# of Restrooms (student use)	4 sets
Library / Media Center	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

Campus Supervision

As students arrive on campus each morning, six duty aides and teachers share supervision of the cafeteria, entrance gates, and playground activities. During recess, duty aides are stationed on the playground to ensure students play safely. At lunch time, four duty aides and three safety aides supervise the cafeteria and monitor students on the playground. When students are dismissed for the day, teachers escort their students to the exit gates and bus loading area to ensure a safe, orderly departure. Canyon Crest Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The school site plan is reviewed and shared with school staff as needed

throughout the school year. The plan's most recent update and approval by the School Site Council took place in spring 2008. As needed, components of the plan are reviewed with staff throughout the school year. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the principal for approval. After the principal approves the request, it is submitted to the district's maintenance department to identify the scope of each project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Canyon Crest Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning the day custodian inspects facilities

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 10, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Room 23: Replace wood on outside ramp and recoat with non-skid. Replace damaged weather stripping on door jam.
Interior Surfaces (walls, floors, and ceilings)	✓		Room 27: Check for roof leaks and replace stained ceiling tiles. Room 23: Replace carpet. W. O. # 24612 Rooms 1, 7, 8, 24, Library book room, Vice Principal Office: Replace stained ceiling tile. P.A.T: Repair carpet seam by desk in room. Room 19: Replace stained ceiling tiles. Clean stains off of ceiling light diffusers. Room 4: Repair bent T-bar and replace stained ceiling tile in same spot.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Room 21: Repaint bare areas on siding on exterior of portable.
Fire Safety	✓		
Electrical (interior and exterior)	✓		Rooms 6, 15, 18: Replace broken ceiling light diffuser.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Girls' restroom behind room 8: Clean out clogged orifice on drinking fountain outside of restroom. Room 10, 15: Repair loose drinking fountain outside of room.
Restrooms	✓		Boys' restroom behind room 9, 12, Girls' restroom behind room 12: Replace missing push lever on faucet at sink.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Room 27: Check for roof leaks and replace stained ceiling tiles. Room 19: Check for roof leaks. Room 2: Check for roof leaks by 2 lights by door, have stains on diffusers.
Overall Cleanliness	✓		Health Office Restroom: Strip tile on floor and clean the grout between the tile, dark , and reseal and wax floor. Room 19: Clean stains off of ceiling light diffusers.

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and /or in the process of being mitigated. Work orders were generated for all deficiencies.

for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day as a proactive measure to keep restrooms clean, safe, and stocked. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Canyon Crest Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 10, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred

maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Canyon Crest Elementary received \$6,985 in deferred maintenance funds which were used for lighting improvements throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Canyon Crest Elementary are guided by school rules and behavior expectations established by the Fontana Unified School District which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior with students. A progressive discipline approach is taken when students are having difficulty following school rules. Initial disciplinary measures take place in the classroom for minor infractions. Students who continue to display poor conduct are referred to school administrators for more serious consequences. Administrators take into consideration past behavior trends and the nature of the situation when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavior expectations are reviewed with all students in their classroom by their teachers and reinforced by school administrators at a schoolwide assembly. Each student is given a back-to-school packet which includes the Canyon Crest School rules and a parent/student handbook which outlines district policies, school rules, and discipline policies. Parents are required to confirm receipt of school information by signing the packet's acknowledgement form and returning it to their child's teacher. The principal requires parents to read and sign the Home-School compact to confirm their commitment to actively participate in their child's learning process. Primary and intermediate grade level assemblies are held during the first few weeks of school to discuss behavior responsibilities and expectations. Throughout the year, students are reminded of school rules in the classroom, at assemblies, and in small group meetings when necessary.

Suspensions & Expulsions			
	Canyon Crest		
	05-06	06-07	07-08
Suspensions (#)	12	4	22
Suspensions (%)	1.58%	0.52%	2.79%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.86%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Immediate verbal recognition and positive notes home from school staff stimulate a positive environment and prompt students to continue making good choices. Students found demonstrating good citizenship or performing acts of kindness may receive a Gold Certificate from any school staff member. Perfect attendance is recognized weekly; students with a perfect attendance record for the week receive a Blue ticket. Student submit their accumulated Gold Certificates and Blue tickets into weekly drawings for incentive prizes. Principal Ruoff shares good deeds and positive efforts of students through the "Principal's Hotline". The parents of students "caught doing something great" receive a personal phone call from the principal.

To encourage and motivate students to improve basic math skills, Canyon Crest rewards students for memorizing their math facts. Every four weeks, all students passing

quizzes are invited to special school activities. At the end of each trimester, an awards assembly is held to honor students with outstanding academic achievements and good citizenship.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students working on special projects for GATE, History Day, Science Fair, Spelling Bee, and Math Field day are invited to attend after-school sessions throughout the year. The Fontana Parks and Recreation Department sponsors the SMARTKids program on campus which provides after-school supervision of students and opportunities for homework assistance, fitness skills instruction, art instruction, and academic enrichment. To develop a positive connection to school, groups of students in fourth and fifth grade are selected each trimester to participate in special projects, plan school activities, and participate in leadership-style activities.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	4	2	
1	19.7	7		
2	17.6	7		
3	20.7	2	4	
4	27.5		2	
5	32.8		1	3
Combo 4-5	32.0		2	
2006-07				
K	22.0	4		2
1	20.4	4	3	
2	18.1	7		
3	19.7	4	2	
4	30.5		4	
5	31.5		3	1
2007-08				
K	16.3	8		
1	19.3	7		
2	18.3	7		
3	19.0	6		
4	31.0		3	1
5	29.5		4	
Combo K-3	16.0	1		

Combo classes are any combination of K-3 and 4-5 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Canyon Crest Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Canyon Crest Elementary held three staff development days that focused on:

- Open Court
- Routines
- Thinking Maps

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and

approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

District Adopted Textbooks		
Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
Math		
Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
Science		
Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

Library Resources

The school library is open during school hours and is staffed by a full-time library assistant. The library features 10,465 titles in English and 371 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Five Internet-accessible computers are available for Accelerated Reader testing, research, and electronic title searches. Students visit the library with their class at least once a week; students may visit the library individually on their own time before school, during lunch, and after school or in small groups with teacher approval.

Technology Resources

During the 2007-08 school year, Canyon Crest Elementary had a total of 93 computers. Each classroom is equipped with a computer which is used for research, word processing, and supplemental education-based software programs. Each teacher determines the subject area and method to integrate technology into the curriculum. All classrooms are equipped with an LCD projector and document camera to enhance delivery of class lessons.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Canyon Crest had 35 teachers who met all credential requirements in accordance with state guidelines.

The table in this report identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments								
	Canyon Crest				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	33	34	35		1823	1885	1869	
Teachers with Full Credential	33	34	35		1723	1802	1764	
Teachers without Full Credential	0	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	2	1	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	2	1	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:		Teacher Education Levels 2007-08		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers	Doctorate	Canyon Crest	FUSD
	2007-08	2007-08		%	%
Canyon Crest	100.0	0.0	Master's Degree plus 30 or more semester hours	42.9	34.6
District Totals			Master's Degree	2.9	1.1
All Schools	97.9	2.1	Bachelor's Degree plus 30 or more semester hours	42.9	49.2
High-Poverty Sch.	99.9	0.1	Bachelor's Degree	5.7	11.3
Low-Poverty Sch.	0.0	0.0	Less than a Bachelor's Degree	0.0	2.2

Counseling & Support Services Staff

Canyon Crest Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.50
School Nurse	1	0.25
Health Assistant	1	0.60

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Canyon Crest Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2006-07	
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares 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 website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil					
2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Canyon Crest	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,533	\$7,893	70.1%	N/A	N/A
Restricted (Supplemental)	\$955	\$2,383	40.1%	N/A	N/A
Unrestricted (Basic)	\$4,578	\$5,510	83.1%	\$5,300	86.4%
Average Teacher Salary	\$60,479	\$64,747	93.4%	\$65,008	93.0%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program
- Instructional Materials, Library Materials and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Canyon Crest Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Canyon Crest Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Canyon Crest Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92235.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4