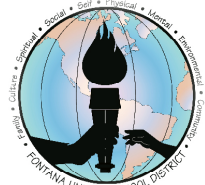


CANYON CREST ELEMENTARY SCHOOL



Grades PreK-5
Susan Ruoff, Ed.D, Principal
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2006 California Distinguished School

2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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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 October 9, 2009, and school facilities information was acquired in June 2009.

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 835 students in preschool through grade five. We enjoy a rich diverse population composed of 80% Hispanic, 8.3% African American, 5.9% European American, 2.8% Asian, 1.4% Filipino and 1.6% other ethnic backgrounds. Our parents offer their time and talents through groups such as: Classroom Volunteers, English Learner 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 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.

School Profile

Canyon Crest Elementary School is a multi-track, year-round school serving 760 students in kindergarten through fifth grade. During the 2008-09 school year, student enrollment included 14% receiving special education services, 42.9% qualifying for English learner support, and 78.3% enrolled in the free and reduced-price meal program. 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 2008-09 Enrollment: 760

African-Amer.	8.3%
Amer. Indian or Alaskan Native	0.5%
Caucasian	5.9%
Asian	2.8%
Filipino	1.4%
Hispanic or Latino	80.0%
Pacific Islander	0.4%
Multiple or No Response	0.7%

Parent Involvement

Parents are encouraged to be 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 in the classroom, library and school office. Events such as Back to School Night, Open House, Family Nights, parent workshops, 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 financial planning. Parents are invited to monthly Coffee With the Principal, where parents may express ideas in an open forum.

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 which provide 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 notices 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.

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.

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Canyon Crest Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

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.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Canyon Crest			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	36	43	52	30	34	38	43	46	50
Math	52	53	61	27	30	35	40	43	46
Science	19	28	46	23	31	33	38	46	50
History	0	0	0	17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09 Canyon Crest							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	64	*	53	*	48	*	65
Math	45	*	65	*	60	*	79
Science	50		*	*	44	*	58
History							

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09 Canyon Crest						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	48	56	41	48	45	
Math	63	59	57	58	51	
Science	57	36	29	42	65	
History						

Academic Performance Index (API) Three-Year Performance Comparison			
	API Rank		
	2006	2007	2008
Statewide Rank	5	6	6
Similar Schools Rank	8	10	9

Results	2009 API	Increase/Decrease in API		
	Score	2006-07	2007-08	2008-09
Schoolwide - All Students	804	20	11	28
Ethnic Subgroups				
Hispanic or Latino	793	26	6	21
Other Subgroups				
Economically Disadvantaged	790	21	3	27
English Learners	792	26	19	18

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; 46% of elementary and middle school students

must be proficient in language arts and 47.5% 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 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% 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 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Canyon Crest	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	20.0	21.5	34.6

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 2008-09, Canyon Crest Elementary did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

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/.

Title I Program Improvement (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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

The statistical information in this table reflects the PI status during the 2009-10 school year.

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.

2008-09 Campus Improvement Projects:

- HVAC upgrades (heating/ventilation/air conditioning)
- Fire alarm system upgrades

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, duty aides and teachers share supervision of the cafeteria, entrance gates, and playground activities. During recess, teachers are stationed on the playground to ensure students play safely. At lunch time, four duty 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 2009. 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Canyon Crest Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: June 2, 2009	Good	Fair	Poor
	<i>Work Orders Have Been Generated For All Deficiencies Noted Below</i>		
Gas Leaks	✓		
Mechanical Systems	✓		Rm 7: faucet loose.
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Rm 27, 23: stained ceiling tiles, carpet repair. Rm 24: carpet repair Rm. 25: lamps out, carpet repair. Rm 4, 11, 12, 14, 15, 17, 19, 20, K1, K2, K3, 2, 8, 28, Library, Admin Hallway, : lamps out. Rm 5, 10: stained ceiling tiles. Rm 4: lamps out, stained ceiling tiles. Rm 10, 11, 16: light diffuser missing. WO# 80832 to address broken, stained, misaligned, or missing ceiling tiles. WO# 80833 to address carpet repairs. WO# 80846 to address missing light diffusers. Rm 18: cracked diffuser WO# 80849.
Hazardous Materials (interior and Structural Damage)	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		Rm 1, 5, 2, 9, 13, 17, 19, 20: replace ballast. WO# 80835
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		MPR: adjust water pressure at drinking fountains WO# 80838. Rm 13: drinking fountain non-operational WO# 80845.
Restrooms	✓		Boys RR behind 9: right faucet loose. WO# 80847
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

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.

School Construction to assess current conditions of the campus and identify facilities improvement needs The most recent school inspection took place on June 2, 2009. During the 2008-09 school year, all restrooms were fully operational and available for students to use at all times.

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 intersession 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 for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Every restroom is checked after every recess through the collective efforts of yard duty aides, custodians, and administrators as a proactive measure to keep restrooms clean, safe, and stocked. The principal and custodians communicate daily regarding campus maintenance and safety issues.

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 2008-09 school year, Canyon Crest Elementary received deferred maintenance funds for HVAC (a portion of \$19,512) and fire alarm (a portion of \$1,410) improvements throughout the campus.

Classroom Environment

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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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	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	
2008-09				
K	14.3	8		
1	19.7	7		
2	19.9	7		
3	17.2	6		
4	31.8		3	1
5	29.8		4	

Combo classes are any combination 4-5 grades.

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 the principal or assistant principal for further intervention. Administrators take into consideration past behavior trends and the nature of the situation when addressing consequences for poor choices in behavior.

Suspensions & Expulsions			
	Canyon Crest		
	06-07	07-08	08-09
Suspensions (#)	4	22	8
Suspensions (%)	0.52%	2.79%	1.05%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

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.

On the second day of each new school year, school rules and behavior expectations are reviewed with all students in their classroom by their teachers and reinforced by school administrators at primary and intermediate grade level assemblies. 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. Throughout the year, students are reminded of school rules in the classroom and at assemblies.

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. Students may submit their accumulated Gold tickets and Blue tickets into weekly drawings for incentive prizes. The principal 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 uses the Brain Builders program to evaluate students' ability and progress in memorizing math facts. Students participate in the Brain Builders program during a four-week period in the months of January and February. The Brain Builders program motivates students to memorize basic multiplication and addition equations. Students are rewarded for their success at the end of the program. At the end of each trimester, an awards assembly is held to honor students with outstanding academic achievements and good citizenship.

The City of Fontana co-sponsors an after-school program on Canyon Crest Elementary's campus. The program provides homework support, 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.

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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

During the 2008-09 school year, Canyon Crest Elementary held three staff development days that focused on:

- Using Technology to Enhance Instruction
- SPARK (physical education curriculum)

Staff development for the 2009-10 school year will focus on:

- Writing Strategies
- Reading Comprehension
- Math

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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-

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

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 June 3, 2009, 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 #09-36 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 SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:35 a.m. to 3:30 p.m. and staffed by a full-time library assistant. The library features 11,425 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. Two 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. Parents are invited to visit the library and check out books to read to their children at home.

Technology Resources

During the 2008-09 school year, Canyon Crest Elementary had a total of 103 computers. Each classroom is equipped with an average of five computers which are 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. All third, fourth, and fifth grade classrooms are supplied with an interactive whiteboard which enables teachers to transfer a computer desktop image to the whiteboard's surface; using a pen, finger, or other device, teachers are able to make annotations to the projected image as well as control the computer. All fourth and fifth grade classrooms are equipped with a student responder system which enables teachers to actively engage students during lesson time; teachers are able to present questions and instantly receive student responses for immediate assessment.

Professional Staff

Teacher Assignment

For the 2008-09 school year, Canyon Crest had 36 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order

to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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.

Teacher Credentials & Assignments								
	Canyon Crest				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	34	35	36		1885	1869	1898	
Teachers with Full Credential	34	35	36		1802	1764	1816	
Teachers without Full Credential	0	0	0		83	105	82	
Teachers in Alternative Routes to Certification	0	0	0		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	1	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	1	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Canyon Crest	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2008-09	
	Canyon Crest	FUSD
	%	%
Doctorate	5.6	1.4
Master's Degree plus 30 or more semester hours	44.4	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	41.7	49.8
Bachelor's Degree	8.3	14.0
Less than a Bachelor's Degree	0.0	0.9

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.40
School Nurse	1	0.25
Health Assistant	1	0.75
Community Liaison	1	0.50
Bilingual Office Clerk	1	1.00

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Williams Case Settlement

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08					
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	\$6,171	\$8,522	72.4%	N/A	N/A
Restricted (Supplemental)	\$1,387	\$2,734	50.7%	N/A	N/A
Unrestricted (Basic)	\$4,784	\$5,788	82.6%	\$5,512	86.8%
Average Teacher Salary	\$68,402	\$66,500	102.9%	\$67,049	102.0%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment

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