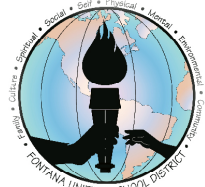


CANYON CREST ELEMENTARY SCHOOL



Grades PreK-5
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2006 California Distinguished School

2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Division of Human Resources

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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 and school facilities information were acquired on January 2011.

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 moderate, traditional calendar that serve approximately school serves 750 students in preschool through grade five. We enjoy a rich diverse population composed of 81.8% Hispanic, 8.7% African American, 5.6% European American, 2.3% Asian, 0.8% Filipino and 0.8% 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.

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 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.

School Profile

Canyon Crest Elementary School serves 769 students in pre-kindergarten through fifth grade. During the 2009-10 school year, student enrollment included 13% receiving special education services, 42% qualifying for English learner support, and 77.2% 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	8.7%	Kindergarten	119
Amer. Indian or Alaskan Native	0.4%	Grade 1	140
Caucasian	5.6%	Grade 2	124
Asian	2.3%	Grade 3	137
Filipino	0.8%	Grade 4	121
Hispanic or Latino	81.8%	Grade 5	128
Pacific Islander	0.1%		
Two or More Races	0.3%		
Total Enrollment			769

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 three times a year. 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 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.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Canyon Crest			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	43	52	48	34	38	42	46	50	52
Math	53	61	58	30	35	39	43	46	48
Science	28	46	53	31	33	39	46	50	54
History				19	25	31	36	41	44

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.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Canyon Crest							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	52	*	*	*	46	*	61	*
Math	56	*	*	*	57	*	77	*
Science	*		*	*	52		*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Canyon Crest					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	43	54	37	48	47	*
Math	57	60	50	57	40	*
Science	56	49	38	49	*	
History						

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

Results	API Rank					
	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	11	28	-6	798	731	767
Ethnic Subgroups						
Hispanic or Latino	6	21	-3	790	727	715
Other Subgroups						
Economically Disadvantaged	3	27	-2	788	727	712
English Learners	19	17	0	791	703	691

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 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 2009-10 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
2009-10**

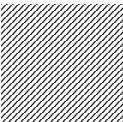
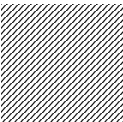
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	15.8%	29.2%	38.3%

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 2009-10, 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
	In PI	In PI	In PI
PI Status	In PI	In PI	In PI
First Year of PI Implementation	2010-11	2008-09	2008-09
Year in PI	Year 1	Year 3	Year 3
No. of Schools Currently in PI			13
Percent of Schools Currently Identified for PI			28.9%

The statistical information in this table reflects the PI status during the 2010-11 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.

2009-10 Campus Improvement Projects:

- Alarm system in South Portable upgraded
- Added handles, ramp in front parking lot.
- Gates in front of building have safety bars

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 2010. 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

Item Inspected	School Facility Good Repair Status			Repair Status	
	Good	Fair	Poor		
Most Recent Inspection: February 10, 2010				Work orders were generated for all deficiencies noted below.	
Gas Leaks	✓				
Mechanical Systems	✓				
Windows/Doors/Gates (interior and exterior)	✓				
Interior Surfaces (walls, floors, and ceilings)	✓		9, 18, 20, 25, 27, K-3, 5, Teacher Workroom: Stained ceiling tiles. Library, 2, 13, 21: Lamps out. K Boys Restroom, Boys Restroom behind 9: Replace soap dispenser.		
Hazardous Materials (interior and exterior)	✓				
Structural Damage	✓				
Fire Safety	✓				
Electrical (interior and exterior)	✓				
Pest/Vermin Infestation	✓				
Drinking Fountains (inside and outside)	✓				
Restrooms	✓				
Sewer	✓				
Playground/School Grounds	✓				
Roofs	✓				
Overall Cleanliness	✓		Utility Room, Storage, Electric Outside, Storage Outside, Custodial, Utility/Telephone, Custodial (2) behind 5: Trash and debris.		
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary	✓				

Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on February 10, 2010. During the 2009-10 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 and one full-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 2009-10 school year, Canyon Crest Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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				
2007-08				
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	
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	
2009-10				
K				
1				
2				
3				
4				
5				

2009-10 Data was not available at the time of publication of this report.

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		
	07-08	08-09	09-10
Suspensions (#)	22	8	41
Suspensions (%)	2.79%	1.05%	5.33%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	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 first 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 third 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		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Canyon Crest Elementary held two staff development days that focused on:

- Using Technology to Enhance Instruction
- SPARK (physical education curriculum)
- Writer's Workshop
- Thinking Maps
- In-class Tutoring
- Implement Interventions
- Interactive Math Bulletin Boards

Staff development for the 2010-11 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:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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-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 October 6, 2010, 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 #10-57 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

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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2010-11 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 2009-10 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 2009-10 school year, Canyon Crest had 28 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 Intervention Teams (SIT) 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) 2009-10

	No. of Staff	FTE
Counselor	0	
Bilingual Office Staff	1	0.20
Community Aide	1	0.50
Health Assistant	1	0.75
Library Specialist	1	1.00
Psychologist	1	0.40
School Nurse	1	0.25

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	Canyon Crest				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	35	36	30		1869	1898	1608	
Teachers with Full Credential	35	36	30		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Canyon Crest	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels

	2009-10	
	Canyon Crest %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	46.9	37.5
Bachelor's Degree plus 30 or more semester hours	50.0	52.1
Bachelor's Degree	3.1	7.0
Less than a Bachelor's Degree	0.0	0.0

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Current Expense of Education per Pupil 2008-09					
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	\$6,046	\$6,037	100.2%	N/A	N/A
Restricted (Supplemental)	\$1,172	\$1,650	71.0%	N/A	N/A
Unrestricted (Basic)	\$4,875	\$4,387	111.1%	\$5,681	85.8%
Average Teacher Salary	\$61,734	\$61,647	100.1%	\$68,179	90.5%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- 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
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- 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
- Vocational Programs
- Williams Case Settlement

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