

# CANYON CREST ELEMENTARY SCHOOL

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2006 California Distinguished School

## 2004-05 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 school facilities and instructional materials were acquired May 2006.*

### 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.

Canyon Crest is a great school and very proud of its students and programs. Our recent designation as a 2006 California Distinguished School is a reflection of the dedication, commitment, and collaborative efforts of students, staff, and parents in collectively striving for academic excellence. 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 is a multi-track, year-round school serving over 800 students in preschool through grade five. We enjoy a rich diverse population composed of 72.2% Hispanic, 11.7% African American, 10.2% European American, 3.0% Asian, 1.3% Filipino and 1.6% other ethnic backgrounds. Our parents offer their time and talents through groups such as: Classroom Volunteers, English Language 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 21<sup>st</sup> century. We focus on our students meeting or exceeding California state grade level standards while addressing their physical, social, and emotional development.

### 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, 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 Language Advisory Council, Title I Parent meetings, GATE Parent meetings, and annual parent meeting provide opportunities for parents to have input on curricular programs and, in some cases, financial planning.

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

### 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.

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 send home class letters updating parents on classroom activities, events, and homework. Personal notes or phone calls are made by school staff to discuss individual concerns. ConnectEd 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 763 students in kindergarten through fifth grade during the 2004-05 school year. 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.

## 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.

### District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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. Fontana Unified School District and Canyon Crest Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

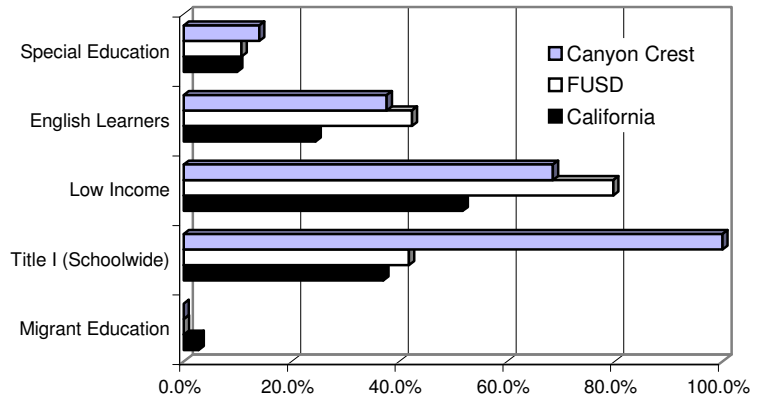
### California English Language Development Test

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.

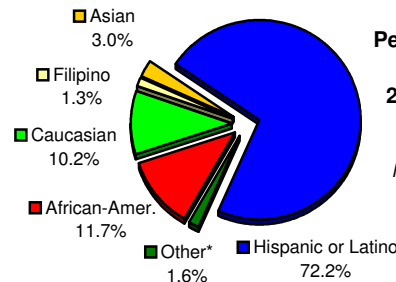
### Standardized State Assessments

Students at Canyon Crest Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that

**% of Student Enrollment By Program  
2004-05**



Source: STAR testing enrollment



**Percentage of Students by Ethnicity  
2004-05 Enrollment: 763**

\*American Indian or Alaska Native, Pacific Islander, and Multiple or No Response combined.

### District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	80%	91%	80%	63%	48%	50%
Writing	N/A	62%	63%	55%	33%	43%
2003-04						
Grade	K	1	2	3	4	5
Reading	64%	64%	26%	26%	23%	25%
Math	78%	86%	75%	70%	59%	35%
Writing	N/A	62%	50%	46%	26%	47%
2004-05						
Grade	K	1	2	3	4	5
Reading	41%	37%	41%	32%	35%	26%
Math	86%	72%	70%	64%	55%	49%
Writing	N/A	39%	37%	48%	46%	48%

### CAT/6 Test Results

#### All Students

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Canyon Crest			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	32	29	23	29	29	27	43	43	41
Math	59	49	53	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

### CAT/6 Test Results

#### Numerically Significant Ethnic Subgroups

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Canyon Crest							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
Reading	0		*		24	*	*	
Math	29		*		54	*	*	

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

**CAT/6 Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring At or Above Average (50th Percentile Rank)**  
**2004-05**

	Canyon Crest					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	20	25	16	25	18	
Math	66	39	51	52	29	

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

	Canyon Crest			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	26	23	30	18	20	25	35	36	40
Math	51	46	52	24	23	26	35	34	38
Science		10	22	11	9	11	27	25	27
History				15	16	18	28	29	32

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

**California Standards Test Results**  
**Numerically Significant Ethnic Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

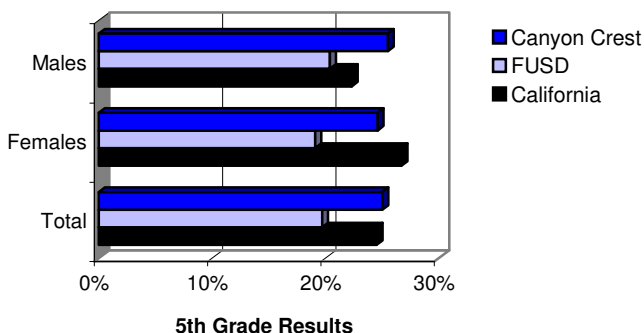
	Canyon Crest						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28		*		29	*	30
Math	43		*		53	*	49
Science	25		*		22	*	22
History							

*\*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**  
**2004-05**

	Canyon Crest					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	26	34	23	28	23	
Math	53	51	45	50	35	
Science	28	17	17	19	*	
History						

**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <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 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

**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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Canyon Crest Elementary School met all 2005 AYP criteria and therefore is not required to participate in Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program

Academic Performance Index (API)									
API Base				API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005		
Percent Tested	97	100	99	Percent Tested	100	99	100		
API Base Score	687	728	716	API Growth Score	729	714	743		
Growth Target	6	4	4	Actual Growth	42	-14	27		
Statewide Rank	5	5	5	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	8	9	9	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results									
Hispanic or Latino									
API Base Score	680	730	708	API Growth Score	730	709	741		
Growth Target	5	3	3	Actual Growth	50	-21	33		
Socioeconomically Disadvantaged									
API Base Score	671	712	701	API Growth Score	714	701	736		
Growth Target	5	3	3	Actual Growth	43	-11	35		

Adequate Yearly Progress (AYP)						
	Canyon Crest			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	Yes	Yes	Yes	No	No	No
Subgroup Results						
	Canyon Crest			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

*Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.*

Title I Program Participation	
	Canyon Crest
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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 2004-05, Canyon Crest Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/](http://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 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
	<b>Qty.</b>
# of Permanent Classrooms	25
# of Portable Classrooms	8
# of Restrooms (student use)	5 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, five duty aides and one teacher share supervision of cafeteria, entrance gates, and playground activities. During recess, three duty aides are stationed on the playground to ensure students play safely. At lunch time, two duty aides supervise the cafeteria and three aides 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 from the School Site Council took place in June 2005. 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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests 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 before students arrive on campus, the day custodian inspects facilities 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 and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Canyon Crest Elementary on an annual basis 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 April 25, 2005; no emergency repairs were needed and no unsafe conditions were found.

### 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 2004-05 school year, Canyon Crest Elementary did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Canyon Crest Elementary are guided by school rules and behavioral 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 behavioral trends and the nature of the situation when addressing consequences for poor choices in behavior.

At the beginning of the school year, the "Rules of Respect" are reviewed with all students in their classroom by their teachers. Each student is given a back-to-school packet which includes a parent/student handbook and Canyon Crest

### School Site Inspection Most Recent Inspection: April 25, 2005

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

*100% of restrooms fully operational during the 2004-05 school year.*

### Suspensions & Expulsions

	Canyon Crest		
	02-03	03-04	04-05
Suspensions (#)	14	18	12
Suspensions (%)	2.05%	2.29%	1.57%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

*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.*

pamphlet which outlines district policies, school rules, and behavioral expectations. Parents are required to confirm receipt of school information by signing the packet's acknowledgement form and returning it to their child's teacher. Primary and intermediate grade level assemblies are held during the first few weeks of school to discuss behavioral responsibilities and expectations. Throughout the year, students are reminded of school rules in the classroom, at assemblies, and in small group meetings when necessary.

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. Gold Certificates may be entered into the weekly drawing for special prizes. At the end of each trimester, an awards assembly held to honor students with outstanding academic achievements and good citizenship. Perfect attendance is recognized weekly; students with a perfect attendance record for the week are entered into a drawing for special incentive prizes. In the administration building, the names of students acquiring high achievements in academics, Accelerated Math, and attendance are posted.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students working on special projects for GATE, History Day, and Math Field day are invited to attend after-school sessions through the year. The Fontana Parks and Recreation Department sponsors the AWARE program on campus which provides after-school supervision of students and opportunities for homework assistance, fitness skills instruction, art instruction, and academic enrichment.

### Instructional Time

During the 2004-05 school year, all instructional time offered at Canyon Crest Elementary exceeded state requirements. For the 2004-05 school year, Canyon Crest Elementary offered 175 days of instruction comprised of 128 regular days and 47 minimum days. Canyon Crest Elementary utilizes minimum days for staff development, staff planning, staff meetings, grade level meetings, and parent conferences.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	39,375	36,000
1-3	68,286	50,400
4-5	71,146	54,000

### Class Size

Canyon Crest Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Canyon Crest Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion

of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.8	1	3	
1	20.2	4	1	
2	19.0	6		
3	19.4	4	1	
4	28.7		3	
5	28.0		4	
Combo K-3	20.0	1		
Combo 3-4	10.5	2		
Combo 4-5	25.0		1	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.8		1	3
1	19.4	7		
2	20.2	4	1	
3	19.7	6	1	
4	31.5		3	1
5	32.3		2	1
Combo 4-5	33.0			1
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.5	8		
1	18.3	7		
2	18.6	7		
3	20.0	5	1	
4	28.0		4	
5	27.4		4	1
Combo 4-5	31.0		1	

Combo classes are any combination of K-3, 3-4 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. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Canyon Crest Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Canyon Crest Elementary held three staff development days that focused on:

- Edusoft Training
- Open Court Grade Level Planning
- Strategies to Improve Attendance
- Edusoft Data Analysis
- Grade Level Collaboration
- Specific Strategies for English Language Learner Students
- Professional Learning Communities Training
- Parent Involvement Training

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.

### School Leadership

Canyon Crest Elementary's principal works closely with the assistant principal and Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal and assistant principal work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations.

Ms. Sharon Lovell has been with the Fontana Unified School District for 19 years and serving the educational field for over 35 years. For the past three years, Ms. Lovell has been the principal of Canyon Crest Elementary. Prior to joining Canyon Crest Elementary, Ms. Lovell held positions as a school administrator, district administrator, and classroom teacher. Principal Lovell holds a master's degree in curriculum and instruction, a bachelor's degree in social science, and has attained her lifetime clear administrative credential.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, and designated teacher representatives from each grade level. Once a month the Leadership Team meets to serve as an advisory panel to the principal regarding the schools site plan and intervention strategies. Grade level representatives serve as a liaison between administration and teaching staff in grade level teams.

### 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 September 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

### Library Resources

The school library is open before, after, and 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 2004-05 school year, Canyon Crest Elementary had a total of 185 computers. All classrooms have internet access. Each classroom has a minimum 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.

## Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Canyon Crest Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and two special education aides who provide full-day instruction in a special day class. Two resource specialist teachers and one resource specialist aide provide small group instruction in both the regular education class and/or the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Two bilingual aides provide in-class instruction individually and in small groups, helping EL students with vocabulary development, reading fluency, and reinforcement of class lessons. English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from GATE-certified teachers.

Canyon Crest Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intercession: students in grades 1-5 who are at Far Below Basic and Below Basic proficiency levels on the district assessment matrix for two-weeks of full-day instruction between trimesters. Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.

- Before- and after-school tutoring: students at the Far Below Basic, Below Basic, and Basic levels on the district assessment matrix receive individualized tutoring from class teachers on an as needed basis.

- Classroom aides: for four-week terms, aides are assigned to classrooms (all grade levels) with beginning English Learners and students at risk of being retained. Follow instructional plans designed by classroom teachers, aides provide individualized instruction supporting language arts and math lessons.

## Professional Staff

### Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Canyon Crest Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Canyon Crest Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is divided and students are placed in another class within the same grade level.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

### 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.

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.

### Teacher Assignment

For the 2004-05 school year, Canyon Crest Elementary had 37 teachers who met all credential requirements in accordance with state guidelines.

#### Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Canyon Crest	100.0
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

#### Teacher Education Levels 2004-05

	Canyon Crest %	FUSD %
Doctorate	2.7	1.3
Master's Degree plus 30 or more semester hours	35.1	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	62.2	48.6
Bachelor's Degree	0.0	14.3
Less than a Bachelor's Degree	0.0	0.7

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor		
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	1.0
LSH Aide	1	0.8

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

#### Teacher Credentials & Assignments

	Canyon Crest			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	34	33	37	1818	1780	1911
Teachers with Full Credential	33	32	37	1603	1635	1771
Teachers in Alternative Routes to Certification	0	0	1	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	2	1	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	7	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	7	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

## 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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- |                             |                              |
|-----------------------------|------------------------------|
| 21st Century                | School Improvement           |
| Class Size Reduction        | School Safety                |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention          | Special Education            |
| Gifted & Talented Education | Staff Development            |
| High Priority Schools       | State & Federal Preschool    |
| Instructional Materials     | Supplemental Technology      |
| Parent Education            | Title I, III, & V            |
| Peer Assistance & Review    | Tobacco Use Prevention       |
| Reading First               |                              |

#### Salary Comparison 2003-04

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

#### Current Expense of Education per Pupil 2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127