



Fontana Unified Canyon Crest Elementary

2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

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BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
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Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
Teaching & Learning
Caroline Labonte
Interim Associate Superintendent,
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Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT STATEMENTS

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

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 Elementary School, we strive for academic excellence and exemplary citizenship from all students. Our primary goal is to prepare students for middle school and beyond. We firmly believe that every student can succeed at high levels. Students come to Canyon Crest Elementary with diverse backgrounds, personalities, and learning styles. Recognizing this dynamic, we have developed programs and support services to meet the needs of all our learners. All factors that affect successful achievement are addressed to ensure students are prepared for middle school and beyond. With an emphasis on college and career readiness that integrates hands-on STEAM opportunities, students are instructed on how they can best prepare at the elementary level. Canyon Crest Elementary continues to seek out strategies to effectively develop critical life skills for all students.

Our new principal, Mrs. Piddington, shares this vision and brings a fresh perspective to our school. Mrs. Piddington is committed to fostering an inclusive and supportive environment where every student feels valued and empowered to reach their full potential. With a strong background in educational leadership and a passion for innovation, Mrs. Piddington is dedicated to enhancing our programs and ensuring that Canyon Crest Elementary remains a leader in 21st-century education. We have tremendous support from our Canyon Crest community. We eagerly welcome family participation and engagement. We know that it is through the combined efforts of teachers, parents, students, and all support staff that we will effectively equip our students to ultimately become globally competitive.

Mrs. Piddington is honored to be a part of this wonderful community and looks forward to another successful year. Please do not hesitate to contact Mrs. Piddington if you have questions or feedback.

SCHOOL PROFILE

The staff at Canyon Crest Elementary School are dedicated to creating a nurturing and stimulating educational environment that promotes academic, social, and emotional growth. Through ongoing evaluation, professional development, and refinement of instructional programs and intervention strategies, we ensure that students receive lessons tailored to their current learning levels while acquiring the skills needed to meet and surpass grade-level proficiency standards.

Canyon Crest Elementary School ensures a clean, safe, and appealing learning environment through diligent facilities maintenance and campus supervision. Established in 1992, the school spans 5.5 acres and features a library/media center, a staff lounge, 23 permanent classrooms, seven portable classrooms, a teacher's workroom, and a spacious cafeteria/multipurpose room.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	52.60
Male	47.40
Non-Binary	
American Indian or Alaska Native	0.20
Asian	4.30
Black or African American	5.50
Filipino	1.00
Hispanic or Latino	82.60
Native Hawaiian or Pacific Islander	
White	5.50
Two or More Races	1.00
EL Students	21.00
Foster Youth	1.00
Homeless	2.10
Military	
Socioeconomically Disadvantaged	70.00
Migrant Education	
Students with Disabilities	11.40

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	76
1st	63
2nd	66
3rd	69
4th	73
5th	73
Total	420

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are

reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	100.00	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	0.00	0.00	87.80	5.02	15,831.90	5.67
Total Teaching Positions	20.00	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	100.00	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	35.40	2.05	11,746.90	4.23
Unknown	0.00	0.00	84.90	4.92	14,303.80	5.15
Total Teaching Positions	20.80	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	100.00	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	36.40	2.12	12,112.80	4.34
Unknown	0.00	0.00	64.60	3.77	13,705.80	4.91
Total Teaching Positions	22.30	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/17/2025
Data Collected:	March 2025
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	FAIR	RM 1: 4. FLOOR TILE HAS HOLE. RM 17: 4. SMALL WATER STAIN CEILING TILE. P-23, RM 12, RM 15, RM 19, RM 3, RM 7, RM K2, RM K1: 4. WATER STAIN CEILING TILES. RM K1: 4. FORMICA IS BROKEN ON COUNTER. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	RM 16: 5. LINOLEUM FLOORS ARE STAINED. (Work order submitted)
ELECTRICAL: Electrical	FAIR	P-24: 7. CONDUIT END CAP IS MISSING. RM 3, RM 16: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM 13: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM K3/ PRESCHOOL: 7. ETHERNET BOX IS LOOSE ON WALL. RM 18: 7. ETHERNET OUTLET IS LOOSE ON WALL/ OUTLET COVER IS BROKEN. RM 9: 7. LIGHT DIFFUSER IS BROKEN. P-23: 7. OUTLET COVER IS MISSING. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	P- 21, P- 26: 12. DRY ROT ON SIDING. P- 22, P- 23: 12. DRY ROT ON TRIM OF EAVE. P- 23: 12. DRY ROT ON RAMP SKIRTING. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	MPR: 14. HANDICAP LIFT PERMIT IS EXPIRED. OUTDOOR COURTS: 14. HOLES AND CRACKS IN ASPHALT. RM 6: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM TOWARDS COURTS. P- 26: 15. DOOR DOES NOT CLOSE PROPERLY. (Work orders submitted)

SCHOOL FACILITIES

Age and Condition of Facilities

Canyon Crest Elementary School provides a clean, safe, and attractive environment for learning through proper facilities maintenance and campus supervision. Built in 1992, the school sits on 5.5 acres and includes a library/media center, a staff lounge, 23 permanent classrooms, two computer labs housing 34 desktops each, one mobile cart with 32 computer laptops, eight portable classrooms, a teacher's workroom, and a cafeteria/multipurpose room.

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, duty aides are stationed on the playground to ensure students play safely. At lunch time, duty aides supervise the cafeteria and monitor students on the playground. At the end of the day, teachers supervise student dismissal.

Canyon Crest Elementary School 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.

Maintenance and Repair

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. One full-time day custodian and two full-time evening custodians are assigned to Canyon Crest Elementary School 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.

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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: W-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: Prop 39 replacement of multiple HVAC systems, and add potable water swap to reclaimed water.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.ets.org/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	44	45	50	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	32	32	40	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	29	22	31	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	212	206	97.17	2.83	50.49
Male	104	100	96.15	3.85	48.00
Female	108	106	98.15	1.85	52.83
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	--
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	174	173	99.43	0.57	50.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	9	81.82	18.18	--
Two or More Races	--	--	--	--	--
EL Students	33	30	90.91	9.09	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	150	98.04	1.96	47.33
Migrant Education	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	28.57

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	211	209	99.05	0.95	40.19
Male	104	103	99.04	0.96	44.66
Female	107	106	99.07	0.93	35.85
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	173	172	99.42	0.58	39.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	10	90.91	9.09	--
Two or More Races	--	--	--	--	--
EL Students	33	33	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	0.66	41.06
Migrant Education	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	17.14

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	72	72	100.00	0.00	30.56
Male	36	36	100.00	0.00	30.56
Female	36	36	100.00	0.00	30.56
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	35.29
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	454	437	69	15.8
Female	242	228	41	18.0
Male	212	209	28	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	2	9.5
Black or African American	28	23	5	21.7
Filipino	--	--	--	--
Hispanic or Latino	373	361	57	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	4	17.4
Two or More Races	--	--	--	--
EL Students	100	95	6	6.3
Foster Youth	--	--	--	--
Homeless	13	13	2	15.4
Military	--	--	--	--
Socioeconomically Disadvantaged	326	316	59	18.7
Migrant Education	--	--	--	--
Students with Disabilities	68	64	10	15.6

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to be involved in their child's education at Canyon Crest Elementary School. Involvement opportunities exist for volunteer work, attending school events and sharing in the decision-making process. Parents are welcome to help in the classroom and the library.

Back-to-School Night, parent workshops, Student Success Team meetings and parent-teacher conferences provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Organization, English Learner Advisory Council, and GATE Parent meetings provide opportunities for parents to have input on curricular programs and financial planning.

The WatchD.O.G program (Dads of great students) continues to thrive at Canyon Crest Elementary School. Currently in our sixth year of implementation, we have observed the dramatic increase of 'Dad' participation on our campus. Our dads and grandpas have made a tremendous, positive impact on our school climate.

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. TParent Square is our district messaging system that forwards personalized messages from school staff to each student's home. Other modes of communication include electronic flyers through Peachjar, Facebook, and Instagram.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2025. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	0.84	0.41	0.44	0.00	0.00	0.00
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.44	0.00
Female	0.00	0.00
Male	0.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.61	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	420

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	24	17	26	3	3	1	3	2	2	1	1	1
1st	27	23	18	2	3	4	2	3	2	1	1	1
2nd	28	22	18	2	4	2	3	2	2	1	1	0
3rd	26	20	29	2	5	1	3	3	3	1	1	1
4th	45	33	23	0	2	6	4	3	2	2	2	2
5th	40	32	37	1	4	2	2	3	2	2	2	3
Other	12	44	67	7	0	0	0	0	0	1	1	1

DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academics Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,296.72
School: From Supplemental/Restricted Sources	\$ 1,397.07
School: From Basic/Unrestricted Sources	\$ 7,899.65
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	1.75 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-29.13 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	\$ 84,445.25
District	\$ 100,077.00
Percentage of Variation between School & District	-15.62 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-15.84 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Canyon Crest Elementary School are guided by district rules and behavior expectations established by the Fontana Unified School District which promote respect, cooperation, courtesy, and acceptance of others. We practice Positive Behavior Interventions & Supports (PBIS) which is a proactive discipline structure. It is a set of organizing practices rather than a specific program which employs tiers of instruction and intentionally seeks to build positive, flexible environments, based on the review of data. To that end, there is school wide commitment to PBIS and teachers systematically review school wide expectations and social skills daily at a designated time with a targeted focus and lesson. All staff participate in acknowledging appropriate behaviors and build capacity for all to address both positive and negative student behavior.

At the start of each new school year, school wide expectations and classroom expectations are reviewed by the teacher. Assemblies are held to further review school wide expectations, standards, incentives, and consequences. A PBIS parent workshop is used to introduce the structures to families. Each student is shown where to find the Parent/Student handbook which outlines district policies, school rules, and discipline policies. Parents can also find this resource on our school's website. Parents read and sign the Home-School compact to confirm their commitment to actively participate in their child's learning process. Throughout the year, behavior expectations are celebrated weekly and assemblies are presented to review expectations.