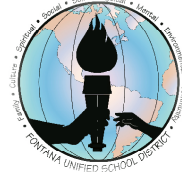


CYPRESS ELEMENTARY SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-5
Ron Dillender, Principal
9751 Cypress Avenue - Fontana, CA 92335
(909) 357-5460 - FAX (909) 357-5469

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about school instructional programs, academic achievement, materials, facilities, and staff. The Cypress Elementary Staff is committed to provide every student with a quality education where each individual has the opportunity to develop a powerful self-image by growing academically, socially and emotionally. Building upon our students' strengths, we work to ensure that each has a positive school experience, and develops in themselves a lifelong desire for learning. Adopted by teachers, staff, and parents, our Mission Statement is: "We at Cypress Elementary School are committed to providing all students with the means to reach their full emotional and academic potential by inspiring in them that 'Love of Learning' is a way of life."

The students at Cypress Elementary benefit from a number of programs and strategies designed to address individual needs before, during and after school. Most importantly, the students at Cypress are able to take advantage of a highly qualified staff that is committed to continuous learning and improvement. They exemplify a "Love of Learning" to the students.

Cypress is a school that demonstrates positive change, a faculty that is professionally skilled, a staff committed to meeting the educational needs of all students, and a student population that is motivated to do well. Working together and maintaining focus, the students at Cypress will continue to grow and progress for years to come.

District Goals

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

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

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

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

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

Parent Involvement

Parents are encouraged to get involved in Cypress Elementary's learning community by volunteering at the school, attending school events, and sharing in the decision-making process. Parents may volunteer to work in the classroom, the library, or school office. Each year, annual events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

The Bright Start parent education program offers help for parents seeking the skills to support the learning process at home. Bright Start is a six-week program that teaches parents how to help their children with literacy skills.

Cypress Elementary hosts two Family Nutrition Seminars during the school year. FDA representatives discuss the importance of providing healthy food for snacks and meals as well as proper food handling techniques.

School-to-home communication is provided in both English and Spanish. TeleParent, an Internet-based telephone messaging system, forwards personalized messages from school staff to each student's home. Teachers send home regular notices to update parents on homework, student progress, and class activities. Flyers are distributed as needed to remind parents of meeting dates for school committees. Parents seeking more information about volunteering their time to the school community may contact their child's teacher or the principal or assistant principal at (909) 357-5460.

School Profile

Cypress Elementary School is a multi-track, year-round school serving 812 students in kindergarten through fifth grade, including 9.73% in special education and 57% qualifying for English learner support. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool/daycare program offers three child-centered classes focusing on physical, cognitive and social-emotional growth.

The Fontana After-School Recreation Program covers a wide range of topics such as art, language arts, and homework help for students. The principal, teaching staff, and support staff are committed to helping every student grow and progress academically.

Percentage of Students by Ethnicity 2007-08 Enrollment: 812

African-Amer.	3.2%
Amer. Indian or Alaskan Native	0.2%
Caucasian	5.3%
Asian	0.9%
Filipino	0.2%
Hispanic or Latino	89.3%
Pacific Islander	0.7%
Multiple or No Response	0.2%

Student Achievement

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

California English Language Development Test

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

District Benchmark Assessments

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

Standardized State Assessments

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

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

California Standards Tests (CST)

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

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

Physical Fitness

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

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

	Cypress			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	24	30	32	28	30	34	42	43	46
Math	35	44	49	27	27	30	40	40	43
Science	11	13	40	18	23	31	35	38	46
History				17	17	19	33	33	36

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

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

	Cypress						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	22	*	*	*	32	*	31
Math	62	*	*	*	48	*	50
Science	*			*	42	*	*
History							

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

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

	Cypress					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	37	21	32		
Math	49	49	41	49		
Science	43	37	19	40		
History						

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		2	3	3
Similar Schools Rank		6	6	7
Results	2008 API Score	Increase/Decrease in API		
Schoolwide - All Students	731	2005-06	2006-07	2007-08
Ethnic Subgroups				
Hispanic or Latino	728	22	25	18
Other Subgroups				
Economically Disadvantaged	731	20	29	17
English Learners	717	30	19	15

Upon completion of the 2007-08 fitness exam, 26.8% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

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

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

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

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

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.

- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

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

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

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

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

AYP Indicator	Cypress	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Cypress 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/.

Title I Program Improvement (PI) Status

	Cypress	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2008-09
Year in PI	Year 4	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

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

School Facilities & Safety

Cypress Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1970; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1970
Acreage	8.86 ac
Square Footage	53,136 sf
	Qty.
# of Permanent Classrooms	29
# of Portable Classrooms	21
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

2007-08 Improvement Projects:

- Modernization – replace carpeting, painting, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement
- Upgrade facilities to comply with current ADA and fire/safety regulations

2008-09 Improvement Projects:

- Continuing modernization – replace carpeting, paint, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement
- Continuing upgrades of facilities to comply with current ADA and fire/safety regulations

Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by noon duty aides. When the campus is open for students arriving to school, noon duty aides monitor activity on the playground. The principal and assistant principal are in front of the school greeting students as they arrive. During recess, noon duty aides are stationed on the playground to ensure students play safely. At lunch time, noon duty aides and the assistant principal monitor the cafeteria and playground activities. At the end of the school day, K-2 teachers release students from the classroom to parents/guardians. The principal, assistant principal, and teachers monitor bus loading, crosswalk, parking lot and exit areas to ensure all students have departed safely. Cypress 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 plan was last reviewed, updated, and discussed with school staff in August 2007. 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.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: April 9, 2008				Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			A17, A18: Repair weather-strip at door. A22, A23: Adjust door closer. D3: Repair hole in wall. D3 Boys RR: Paint restroom. MPR Boys RR: Repair chipped ceramic tile. Rooms A11, A14, A15, A17, A21, A22, A25, A27, K3 RR, A9 RR, Interim office, A9 RR: Replace stained ceiling tiles. A17, A22, Interim Office: Repair carpet. A11, A18: Repair carpet at door. Portable boys RR: Repair linoleum coving. A21: Repair frayed carpet. K1, K2: Repair cove base.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			A9: Repair counter top by sink. A8, A9: Remove damaged exterior wind break. Portable Boys RR: Repair skirting on exterior ramp. Rooms A17, A22, Interim Office: Repair skirting on ramp and grind uneven asphalt at edge.
Fire Safety	✓			
Electrical (interior and exterior)	✓			Rooms A1, A5, B6, K2: Fix loose pendant cover on light. A10, A24, B3: Replace ballast. A15, A21, A25, A26, Interim office: Replace missing cover plate on electric outlet. K1: Replace missing phone outlet cover. K2 Storage: Replace missing round light diffusers (2). K3 Restroom: Clean stained ceiling light diffusers.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			Remove raised tree roots and repair cracked/damaged V gutter by portable 21.
Roofs	✓			Rooms A11, A14, A15, A17, A22, A25, A27, K3 RR, Interim Office: Check for roof leaks.
Overall Cleanliness	✓			A Portables: Remove weeds between portables. Repair fencing between A15/A16.

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

Rating Description:

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

year, all restrooms were fully operational and available for student use at all times.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Cypress Elementary received \$124,624 in deferred maintenance funds for heating, ventilating, and air conditioning (HVAC) improvements and repairs throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Cypress Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District. During the 2005-06 school year, Love & Logic philosophies were introduced to staff and embedded in the curricular program. The Love & Logic program trains educators and parents on how to teach students to think for themselves, make responsible choices, and take accountability for their decisions. A progressive discipline approach is taken when students continue having trouble following school rules; consequences are administered in a fair and consistent manner based upon the nature of the infraction.

Once a month, an assembly is held to share with students the academic expectations and behavior responsibilities. At the annual Back to School Night, teachers review discipline policies, academic responsibilities and behavior expectations with parents and students as part of their presentations. Administrators conduct meetings once a month with students to remind and encourage them to make responsible decisions on the playground and in the classroom.

custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the 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 Cypress 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 safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues; the school's bell system and walkie talkies are used to notify the custodian when support is required.

The district's maintenance department inspects facilities and operating systems at Cypress Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on April 9, 2008. During the 2007-08 school

Suspensions & Expulsions

	Cypress		
	05-06	06-07	07-08
Suspensions (#)	33	43	42
Suspensions (%)	3.69%	5.18%	5.19%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

FUSD Elementary Schools

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

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

Students demonstrating good citizenship and improving in academics are eligible to receive Cypress Celebration awards which are presented once a month. Students maintaining good citizenship are eligible to be selected for Student of the Month and recognized at monthly assemblies. Once a month, students select one of their classmates to receive the Remarkable Ram award. This award honors those students whose behavior exemplifies the month's featured character trait.

Perfect attendance incentive programs are held for individual and classroom efforts; rewards are presented monthly and at the end of the trimester. As an incentive to increase reading and math skills, students meeting specific criteria and achieving certain levels in the Accelerated Reader and Accelerated Math programs are presented a special certificate in their classroom. Academic accomplishments and honor roll placements are recognized at assemblies held at the end of each trimester.

Class Size

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

Class Size Distribution Self-Contained Classes

Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.3	2	4	
1	16.7	9		
2	18.4	8		
3	20.0	8		
4	28.8		5	
5	30.8		4	1
2006-07				
K	21.8	4		2
1	19.9	5	2	
2	17.5	8		
3	17.1	8		
4	28.6		5	
5	26.2		5	
2007-08				
K	31.4		5	
1	19.7	4	3	
2	19.0	7		
3	19.4	7		
4	32.5		2	2
5	26.4		5	

Curriculum & Instruction

Staff Development

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

- Thinking Maps
- SPARK Physical Education
- Love & Logic

- Unpacking the Standards
- Data Analysis (ongoing)
- Guided Language Acquisition Design Strategies

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

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

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners,

District Adopted Textbooks

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

in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

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

Library Resources

The school library is open daily during the week and is staffed by a full-time librarian. The library features over 11,000 titles in English and more than 450 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, atlases, magazines, audio and video tapes, and dictionaries. Two Internet-accessible computers are available for online title searches (electronic card catalogue system). Students visit the library with their class at least once a week; students may visit the library on their own before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Cypress Elementary had a total of 122 computers. Students use classroom computers for Accelerated Reader, Accelerated Math, KidBiz 3000, research, keyboarding, and graphics presentation projects. Every classroom has a Smart Board (interactive whiteboard). Each teacher determines the subject area and method to integrate technology into the language arts and science curricula. Teachers utilize lab computers for whole-class instruction and as an extension of class lessons. Students

have access to skill building programs such as Math Facts in a Flash, Accelerated Math, and Star Math.

Cypress Elementary's Instructional Technology Specialist supports technology training for students, staff, and parents. The specialist is responsible for maintaining computer equipment and accessories in good working condition.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Cypress Elementary had 36 teachers who met all credential requirements in accordance with state guidelines.

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

Counseling & Support Services Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.3
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.5

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

	Teacher Credentials & Assignments							
	Cypress				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	41	39	36		1823	1885	1869	
Teachers with Full Credential	41	38	36		1723	1802	1764	
Teachers without Full Credential	0	1	0		100	83	105	
Teachers in Alternative Routes to Certification	0	1	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	1		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	4	3	1	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	4	3	1	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Cypress	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2007-08	
	Cypress %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	27.8	34.6
Master's Degree	2.8	1.1
Bachelor's Degree plus 30 or more semester hours	58.3	49.2
Bachelor's Degree	11.1	11.3
Less than a Bachelor's Degree	0.0	2.2

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. Cypress Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

District Expenditures

Salary & Budget Comparison

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

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

Expenditures Per Student

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

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Cypress	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,610	\$7,893	71.1%	N/A	N/A
Restricted (Supplemental)	\$1,035	\$2,383	43.4%	N/A	N/A
Unrestricted (Basic)	\$4,575	\$5,510	83.0%	\$5,300	86.3%
Average Teacher Salary	\$60,731	\$64,747	93.8%	\$65,008	93.4%

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

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)

- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/ Underperforming Schools Program
- Instructional Materials, Library Materials and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

Parents may access Cypress Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Cypress Elementary is the Fontana Lewis Library & Technology Center located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

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

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