

CYPRESS ELEMENTARY SCHOOL



Grades PreK-5
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2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Contents

Principal's Message
District Goals
School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data and Internet Access

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 9, 2009, and school facilities information was acquired on June 17, 2009.

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.

School Profile

Cypress Elementary School is a single-track, year-round school serving 794 students in kindergarten through fifth grade, including 10% receiving special education services, 56.7% qualifying for English learner support, and 78.3% enrolled in the free and reduced-price meal program. 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.

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.

Percentage of Students by Ethnicity 2008-09 Enrollment: 794

African-Amer.	3.1%
Amer. Indian or Alaskan Native	0.3%
Caucasian	5.7%
Asian	1.5%
Hispanic or Latino	88.4%
Pacific Islander	0.5%
Multiple or No Response	0.5%

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.

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 and the library. 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. 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.

The Bright Start parent education program offered tools for parents seeking skills to support the learning process at home. Bright Start took place over a six-week period and was aimed at teaching parents how to help their children with literacy skills.

Cypress Elementary hosted two Family Nutrition Seminars during the school year. FDA representatives discussed 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. A bimonthly school newsletter features messages from the principal and assistant principal, a calendar, and helpful parent tips. TeleParent™, an Internet-based telephone messaging system, forwards personalized messages from school staff to each student's home. Teachers regularly send home 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.

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 three 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 standards-based tests, developed by Action Learning Systems, 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this

National Assessment of Educational Progress

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

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

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

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

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

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>.

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.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Cypress			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	30	33	41.6	30	34	38	43	46	50
Math	44	49	54.5	27	30	35	40	43	46
Science	13	40	32	23	31	33	38	46	50
History				17	19	25	33	36	41

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Cypress						
	African-Amer.	Amer. Alaskan Native	Indian or Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	29	*	*		41	*	48
Math	64.3	*	*		54	*	59
Science	*	*	*		31	*	50
History							

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Cypress					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	39	39	39	42	39	
Math	56	50	52	55	42	
Science	41	23	25	32	44	
History						

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.

Academic Performance Index (API) Three-Year Performance Comparison				
	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		3	3	3
Similar Schools Rank		6	7	7
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	756	28	18	25
Ethnic Subgroups				
Hispanic or Latino	757	25	18	29
Other Subgroups				
Economically Disadvantaged	756	29	17	25
English Learners	753	19	16	35

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 46% of elementary and middle school students must be proficient in language arts and 47.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

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

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

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, 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

Grade Tested	Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	19.4	24.5	8.6

ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Cypress Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status

PI Status	Cypress	FUSD
	In PI	In PI
First Year of PI Implementation	2004-05	2008-09
Year in PI	Year 4	Year 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

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

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/.

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	14
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

2008-09 Campus Improvement Projects:

- Completion of modernization – carpet replacement, paint, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement
- Continuing upgrades of facilities to comply with current ADA and fire/safety regulations
- Removal of temporary facilities
- Replacement of HVAC systems

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 and teachers are stationed on the playground to ensure students play safely. At lunch time, noon duty aides, the principal, and the assistant principal monitor the cafeteria and playground activities. At the end of the school day, K-1 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.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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 twice a day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues; the school's bell system is used to notify the custodian when support is required.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Cypress Elementary received deferred maintenance funds for asbestos abatement (a portion of \$4,940), fire alarm repairs (a portion of \$1,410), and paving projects (\$3,781).

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 October 2008. 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.

Facilities Information

The district's maintenance department inspects facilities and operating systems at Cypress Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c) (1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on May 8, 2009. During the 2008-09 school year, all restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: May 8, 2009	Good	Fair	Poor
	Work orders have been generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		A9 RR: toilet bolts missing (WO# 80167). Portable Staff RR: cold water side of faucet broken (WO# 80170).
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Admin Office RR, B/C Bookroom, A8 RR, Rm A4, A11, A12, A13, A14, A15, A20, B1, B5, B6, B7, C2, C3, C7, K3: lamps out (no work order generated, normal custodial duty). Rm A10, A12, D3: carpet repair (WO# 80159). Rm A11, A15, A9 RR, A8 RR: stained ceiling tiles (WO# 80160). Portable Staff RR, K1 Staff Room: light diffuser missing (WO# 80171), floor seam loose. Portable RR Girls': repair linoleum coving (WO# 80173). Rm K3: VCT missing (WO# 80177).
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Rm A8, A13, A19, A20, Portable RR Girls': grind asphalt at end of ramp (WO# 80161) (WO# 80162).
Fire Safety	✓		
Electrical (interior and exterior)	✓		Rm A5: fix loose pendant cover on light (WO# 80163). Portable RR Girls': duplex cover plate screw missing (WO# 80175).
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Rm A6, B3: low water pressure at drinking fountain (WO# 80157).
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

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

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 24, 2009. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boys Portable Restroom	Structural Damage	Dry rot/mod appears to undermine the structural components.	WO# 86051
C Wing	Interior Surfaces	Flooring has damage from cracks, tears, and/or holes.	WO# 86162
MPR Boys Restroom	Interior Surfaces	Plaster or paint is damaged.	WO# 85580
Outside of K-2	Structural Damage	Block/brick walls or structures are deteriorating or	WO# 86049
Ramp to Portable Restroom	Structural Damage	Damage to stairway or ramp.	WO #86051
Playground	Playground & School Grounds	Signs of water drainage problems including standing water on hardscape areas.	WO# 86049

Classroom Environment

Discipline & Climate for Learning

Students at Cypress Elementary are guided by school rules and behavior expectations established by the Fontana Unified School District. Love & Logic philosophies are embedded throughout curriculum. Educators and parents have received training on how to teach students to think for themselves, make responsible choices, and take accountability for their decisions.

Once a month, an assembly is held to share discuss academic and behavior policies. 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

	Suspensions & Expulsions		
	Cypress		
	06-07	07-08	08-09
Suspensions (#)	43	42	69
Suspensions (%)	5.18%	5.19%	8.69%
Expulsions (#)	0	0	1
Expulsions (%)	0.00%	0.00%	0.13%

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

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

with students to remind and encourage them to make responsible decisions on the playground and in the classroom.

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.

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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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				
Grade	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

2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31.0			4
1	19.8	8		
2	19.7	6		
3	18.5	6		
4	30.0		4	
5	30.0		4	
Combo K-3	19.0	1		
Combo 4-5	29.0		1	

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 2008-09 school year, Cypress Elementary held three staff development days that focused on:

- Improving Services to English Learners
- Accelerated Reader Philosophy and Practice

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

As a supplement to district-sponsored professional development buy-back days, Cypress Elementary offers staff training throughout the year on early release days to address identified areas of need and instructional effectiveness. During the 2008-09 school year, training activities focused on the ELD strategies and developing the alternative governance plan (in accordance with Title I program improvement requirements).

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

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

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

Instructional Materials

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

On June 3, 2009, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-36 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks..

Library Resources

The school library is open from 7:00 am to 4:00 pm and is staffed by a full-time librarian. The library features over 9,663 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. With teacher approval, students may visit the library during class time within designated "open library" times. The library is open to all students before school, during lunch, and after school.

Technology Resources

During the 2008-09 school year, Cypress Elementary had a total of 132 computers. Students use classroom computers for Accelerated Reader, Accelerated Math, KidBiz 3000, Discovery Streaming, research, keyboarding, and graphics presentation projects. Every classroom has a SmartBoard (interactive whiteboard), printer, LCD projector, and overhead projector. Teachers determine the subject areas and method to integrate technology into all content areas. Two mobile technology carts equipped with 30 laptops each are available for class projects. The computer lab is equipped with 37 workstations and used for whole-class instruction and as an extension of class lessons. Students have access to skill building programs and evaluation tools such as Math Facts in a Flash, Accelerated Math, KidBiz 3000, Accelerated Reader, 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.

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

Professional Staff

Teacher Assignment

For the 2008-09 school year, Cypress Elementary had 38 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Counseling & Support Services Staff

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) 2008-09		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.3
School Nurse	1	0.4
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH	1	0.5
Instructional Support Teacher	1	1.0
Community Liaison	1	0.8

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

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.

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

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

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other

	Teacher Credentials & Assignments							
	Cypress				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	39	36	38		1885	1869	1898	
Teachers with Full Credential	38	36	38		1802	1764	1816	
Teachers without Full Credential	1	0	0		83	105	82	
Teachers in Alternative Routes to Certification	1	0	0		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	0		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	3	1	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	3	1	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

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

	Teacher Education Levels 2008-09	
	Cypress	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	34.2	32.4
Master's Degree	2.6	1.5
Bachelor's Degree plus 30 or more semester hours	47.4	49.8
Bachelor's Degree	15.8	14.0
Less than a Bachelor's Degree	0.0	0.9

schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil					
2007-08					
Expenditures Per Pupil	Dollars Spent per Student				
	Cypress	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,565	\$8,522	65.3%	N/A	N/A
Restricted (Supplemental)	\$1,018	\$2,734	37.2%	N/A	N/A
Unrestricted (Basic)	\$4,547	\$5,788	78.6%	\$5,512	82.5%
Average Teacher Salary	\$66,107	\$66,500	99.4%	\$67,049	98.6%

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

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Williams Case Settlement