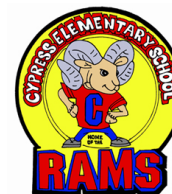


# CYPRESS ELEMENTARY SCHOOL



Grades PreK-5  
Nita Sandoval, Interim Principal (2010-present)  
Ron Dillender, Principal (2009-10)  
9751 Cypress Avenue - Fontana, CA 92335  
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## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-5000  
www.fusd.net

### Board of Education

Barbara L. Chavez  
Leticia Garcia  
Kathleen Binks  
Sophia Green  
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### District Administration

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Superintendent  
  
Alejandro Alvarez  
Associate Superintendent  
Division of Business Services  
  
Oscar Dueñas  
Associate Superintendent  
Division of Instructional Services  
  
William W. Wu, J.D.  
Assistant Superintendent  
Division of Human Resources

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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 and school facilities information were acquired on January 2011.

## 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 modified, traditional school serving 763 students in kindergarten through fifth grade, including 10% receiving special education services, 53.6% 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	2.8%	Kindergarten	129
Caucasian	4.7%	Grade 1	125
Asian	1.0%	Grade 2	123
Hispanic or Latino	90.7%	Grade 3	124
Pacific Islander	0.7%	Grade 4	137
Two or More Races	0.1%	Grade 5	125
Total Enrollment			763

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, assistant principal or school community liaison at (909) 357-5460.

The Parent Center allows opportunities for each grade level to provide parent training, resources, opportunities, class information, and classes which are held in both English and Spanish.

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

	STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Cypress			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	32	39	35	34	38	42	46	50	52
Math	49	53	50	30	35	39	43	46	48
Science	40	32	38	31	33	39	46	50	54
History				19	25	31	36	41	44

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

	STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Cypress						
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Two or More Races
English-Language Arts	64	*	*		33	*	38
Math	55	*	*		50	*	45
Science	*	*	*		36	*	
History							

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

	STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10					
	Cypress					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	34	25	35	26	
Math	54	47	46	50	39	
Science	49	30	22	38		
History						

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

	API Rank		
	2007	2008	2009
Statewide Rank	3	3	4
Similar Schools Rank	7	7	8

Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	18	25	-12	744	731	767
Ethnic Subgroups						
Hispanic or Latino	18	29	-13	744	727	715
Other Subgroups						
Economically Disadvantaged	17	25	-12	744	727	712
English Learners	16	35	-4	748	703	691

subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

**California Standards Tests (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

**Academic Performance Index**

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

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

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

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

**Adequate Yearly Progress (AYP)**

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

- Each school and subgroup must perform at designated proficiency levels; 56.8% of elementary and middle school students must be proficient in language arts and 58% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

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

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

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

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

**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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	22.8%	19.5%	11.4%

**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

### 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 5	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 school year. In 2009-10, 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/](http://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
	<b>Qty.</b>
# 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

### 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 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 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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Most Recent Inspection: February 22, 2010	Good	Fair	Poor	Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)		✓		Admin Office, B3, B4, C6, A14, A18, Kitchen Storage, Portable Girls Restroom: Lamps out. A Boys Restroom, D3 Boys Restroom: Replace soap dispenser. A15, A17, B6, C2, A8 Restroom, K1: Stained ceiling tiles. D3: Carpet repair. A9 Restroom: Stained ceiling tiles, toilet bolts missing.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			MPR, A9, K3: Adjust water pressure at drinking fountains.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			A Custodial, H2O Heater Room, MPR Storage, E8 Outside: Trash and debris.
Overall Summary of School Facility Good Repair Status				
	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.

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 2009-10 school year, Cypress Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

### 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 February 2010. 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 February 22, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

## 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.

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

Suspensions & Expulsions			
Cypress			
	07-08	08-09	09-10
Suspensions (#)	42	69	68
Suspensions (%)	5.19%	8.69%	8.91%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.13%	0.00%

FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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

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				
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	
K-3	19.0	1		
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				

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

## 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 2009-10 school year, Cypress Elementary held two staff development days that focused on:

- ELL Intervention and Instruction
- Peacebuilders
- Character Counts
- Open Court Reading
- Essential LA Standards
- PLC
- Respond to Intervention

### Staff Development Days Three-Year Trend

2007-08	2008-09	2009-10
3	3	2

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 2009-10 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:

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

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

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks.

Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 6, 2010, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #10-57 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own

textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks..

### Library Resources

The school library is open from 8:00 am to 4:30 pm and is staffed by a full-time library specialist. The library features over 12,000 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. 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 2009-10 school year, Cypress Elementary had a total of 132 computers. Students use classroom computers for Accelerated Reader, 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, and Accelerated Reader.

### District Adopted Textbooks

Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
<b>Language Arts</b>			
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
<b>Math</b>			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
<b>Social Science</b>			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

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

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 2009-10 school year, Cypress Elementary had 29 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) 2009-10		
	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
School 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

	Teacher Credentials & Assignments							
	Cypress				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	36	38	29		1869	1898	1608	
Teachers with Full Credential	36	38	29		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	1	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	1	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Cypress	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Cypress	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.2	3.1
Master's Degree	41.9	37.5
Bachelor's Degree plus 30 or more semester hours	51.6	52.1
Bachelor's Degree	3.2	7.0
Less than a Bachelor's Degree	0.0	0.0

# District Expenditures

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

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

## Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2008-09					
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	\$5,530	\$6,037	91.6%	N/A	N/A
Restricted (Supplemental)	\$930	\$1,650	56.4%	N/A	N/A
Unrestricted (Basic)	\$4,601	\$4,387	104.9%	\$5,681	81.0%
Average Teacher Salary	\$61,414	\$61,647	99.6%	\$68,179	90.1%

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

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement