

FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996

Cypress Elementary School

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Harriet C. Beck, Principal

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A Message from the Principal

The Cypress Elementary Staff is committed to providing our students with a variety of programs aimed at meeting the needs of our diverse student population. Cypress Elementary programs are designed to build upon the students' strengths to ensure that they will have a positive school experience and develop a lifelong desire for knowledge.

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 and to inspire in them the "love of learning" as a way of life.

As you read this Report Card, I believe you will find a school that is on the road to positive change, a faculty that is professionally skilled and personally committed to meeting the educational needs of all students and a student population which is motivated to perform well. Please feel free to contact us with questions or comments concerning this School Report Card.

Harriet C. Beck, Principal
Cypress Elementary School

School Description

Cypress Elementary School is a Pre-K thru 5th grade school and is one of twenty-one elementary schools in the Fontana Unified School District. The Cypress population is a rich mixture of Anglo (30%), Latino (58%), Black (8%), Asian (2%) and Other (2%) including American Indian, Pacific Islander and Filipino (2%) students. The proportion of children who speak English as a second language, 224 students (28%) is increasing, with 129 (16%) who require primary language support to be successful.

Cypress Elementary is fortunate to have parents who are involved in the education of their children through volunteering in classrooms and participating in the School Site Council (SCC), Bilingual Advisory Council (BAC) and the Parent Teacher Association (PTA). Our PTA provides funding for field trips, student recognition, classroom projects and programs which help students and families in need.

At Cypress we believe that all students can learn. Instruction is focused on students success and guided by the California Curriculum Frameworks, the document It's Elementary, district guidelines and our school plan. Integrated, activity-based instruction is emphasized across the curriculum, with emphasis placed on early literacy development and hands-on, manipulative experiences in all subject areas, but especially in Math and Science.

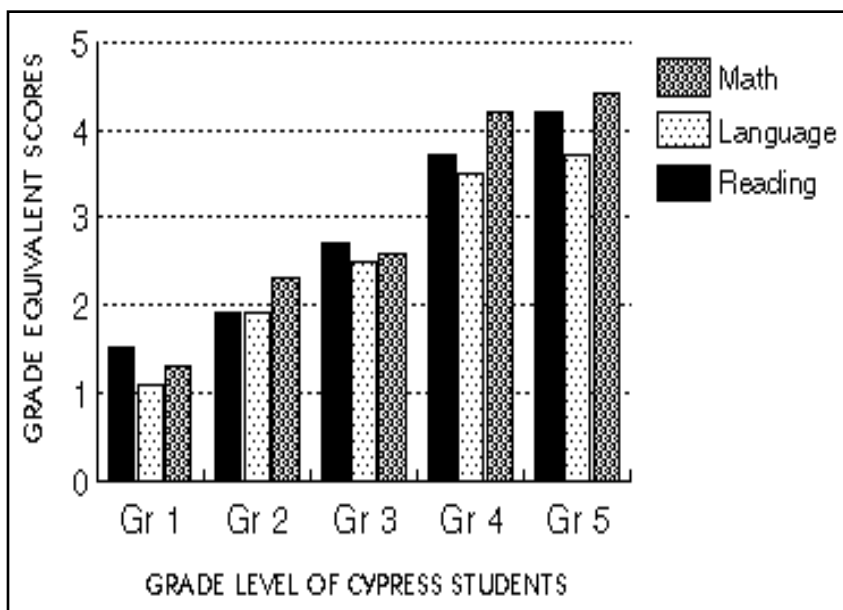
Size of School

Cypress School had an enrollment of approximately 905 students for the 1995-96 school year. We had a total of 29 Pre-K-5 classes, three special education classes and daycare on campus.

**INDICATORS OF THE
CONDITIONS OF THE SCHOOL**

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Cypress Elementary School. Our students took this test in the Spring of 1996. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Cypress.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

Cypress continues to recognize and emphasize the importance of student attendance and is identifying at-risk students to help stem the drop-out rate in later school years. The 1995-96 average daily attendance was 99.18% with a mobility rate of 74% and a stability rate of 71%.

Expenditures & Services Offered

Although funding in many budget categories for Cypress Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For 1995-96 the school received \$24,752 for instructional purposes.
- In addition to state and local revenues received for general education, the school received the following categorical funds from state and federal programs:
 - Title 1 Funds - \$219,000; School Improvement - \$64,058
 - Economic Impact Aide (Bilingual) \$4,870.; Title IV Program - \$5,214
 - Gifted and Talented Education - \$1,664

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 30 students per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

1995-96 Distribution of Children Per Teacher

*Multiage class with 1/2/3 grades **Multiage class with 3/4/5 grades

Grade	Pre-	K	1	2	3	4	5	SpEd
Track								
1		31	17/13	18/12		30	28	
1			*20/25/15		**14/20/21			
2		30	24/6	29	12/14	8/20	12/17	
2		30						
3		29/31	31	31	29	28	28	8
4		30	30	30	28	29	29	11
4								11
5	25&21							

Because of student transiency, these numbers can vary on almost a daily basis. Feel free to contact our school office to get current class-size numbers.

Teacher Assignment

Every teacher at Cypress Elementary School is properly certified to teach at the appropriate grade level.

Textbooks and Instructional Materials

The district provides Cypress Elementary with textbooks and supplemental instructional materials to support the school's instructional program. A district committee comprised of teachers and administrators selects state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy, all textbooks are within the seven year adoption cycle.

Cypress students and teachers have access to an abundance of instructional materials and books including selected literature at each grade level which are readily available in the library. Manipulatives, models and "hands-on" equipment are readily available for math and science instruction.

Counseling and Support Services

Two counselors from Fontana First provide both individual and group counseling sessions along with appropriate classroom presentations. A state grant provides funding for PIP (Primary Intervention Program), which provides two three-hour PIP aides to work with K-3 grade students.

The school benefits from the services of a full-time library clerk. When needed students also receive the services of a 5-hour per day health clerk, a school nurse, a Resource Specialist, a Speech Therapist, an Adapted P.E. teacher, and a psychologist. Four bilingual aides help with bilingual students in grades K-5, six special education aides help in one of four special education programs, and three aides provide special reading instruction and assistance for students in grades 1-5. All students in grades 1-5 work in the computer lab under the guidance of a computer aide. A federal grant, designed to improve the math and science skills of bilingual students, provides funding for two Project Success aides and a teacher coordinator. A PAT aide (Parents As Teachers) works with Cypress parents and their infant/toddler children to provide assistance with parenting skills and child development. Three Reading Recovery teachers provide 1st and 2nd grade students with additional help in Reading.

Instrumental and vocal music teachers are available to students in grades 3-5. Day care is available on-site for students before and after school and also during off-track time.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation.

Classroom Discipline & Climate for Learning

At the beginning of each school year or upon enrollment, each parent is provided with a copy of our school's discipline plan which includes state, district and school guidelines. Parents are also given a copy of their child's classroom discipline and homework policy. The learning environment at Cypress reflects an academic focus. The school is viewed as a place to learn with high expectations for student achievement and behavior. There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and District administration have been especially supportive of the on-going process of improving our instructional and discipline programs.

School Facilities and Safety

One of the goals of our school is to provide a safe, clean environment for our students which is conducive to learning. Constructed in 1970 on 8.66 acres of land, Cypress is unique in its design of four Pod Areas. There is one day custodian and two night custodians who maintain the school facilities. The district also provides regular as well as preventive maintenance on school facilities and equipment. The school has a Disaster Preparedness Plan for dealing with a wide variety of emergency situations. Emergency water, blankets, first aid supplies, radios, flashlights and tools recommended for disaster use are stored on campus in a Disaster Bin provided by the PTA. Fire and earthquake drills are held on a regular basis to ensure the safety of students, staff and parents.

According to the Standard School Crime Report for the 1995-96 school year, there were no safety related incidents at Cypress Elementary School. These normally include several types of vandalism and property crimes that occur during the school day.

Quality of Instruction & Leadership

The school's curricula are closely aligned with State Frameworks. There is a variety of programs on the campus to meet the wide range of student needs. These include Bilingual Programs, Special Day Classes, Resource Specialist Program, a GATE Program, Renee Herman Reading Program, Reading Recovery, Reading for Success Program, Project Success Program and PIP. Programs which recognize student achievement and citizenship include; Blue Rams Tickets, Quarterly Awards Assemblies and recognition within individual classrooms.

Leadership at Cypress is shared among the principal, leadership team and classroom teachers. The staff and school leaders are committed and dedicated to the students and to the improvement of the school program.

Teacher Evaluation

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers have formal observations three times per year and are evaluated twice yearly.

Training & Curriculum Improvement

Staff development at Cypress Elementary is considered an important part of the instructional program. The school staff has regularly been involved in staff development activities related to the implementation of new programs.

Cypress Elementary School has a plan for training and curriculum development which was written jointly by the teachers, staff, parents and administration. Features of the plan include; opportunities for site experts to conduct staff inservices, teachers to observe and coach each other, travel to select conferences, the use of consultants from the department of instruction at the local universities, the district's staff development services and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes. Staff development days are held throughout the year to provide school personnel with opportunities to enhance their skills.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.