

FONTANA UNIFIED SCHOOL DISTRICT

CYPRESS ELEMENTARY SCHOOL

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

www.fusd.net



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

2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

Board of Education

Gus Hawthorn, Board President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Alternate Clerk
Kathleen Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent
Richard A. Stedry, Ed.D.
Deputy Superintendent
Division of Business Services
Cali L. Olsen-Binks
Deputy Superintendent
Division of School Support
Yolanda Mendoza
Associate Superintendent
Division of Human Resources
Gail M. Grant, Ed.D.
Associate Superintendent
Division of Student Support

Contents

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

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 school facilities and instructional materials were acquired May 2006.

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.

Parent Involvement

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

The Bright Start and AWARE parent education programs offered after school help parents acquire the skills to support the learning process at home. Bright Start is a six-week program that teaches parents how to help their children with literacy skills. AWARE began in the 2005-06 school year and covers a wide range of topics such as art, language arts, and homework help.

School-to-home communication takes place through the school newsletter which is sent home periodically. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Some teachers send home weekly notices to update parents on homework, student progress, and class activities. Flyers are sent as needed to remind parents of meeting dates for school committees. Parents seeking more information about volunteering their time to the school community may contact the principal or assistant principal at (909) 357-5460.

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.

School Profile

Cypress Elementary School is a multi-track, year-round school serving 937 students in kindergarten through fifth grade. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool/daycare program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Everyone at Cypress Elementary School - the principal, teaching staff, and support staff - believes that the love of learning is a way of life and students should enjoy their experiences at school.

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.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Cypress Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

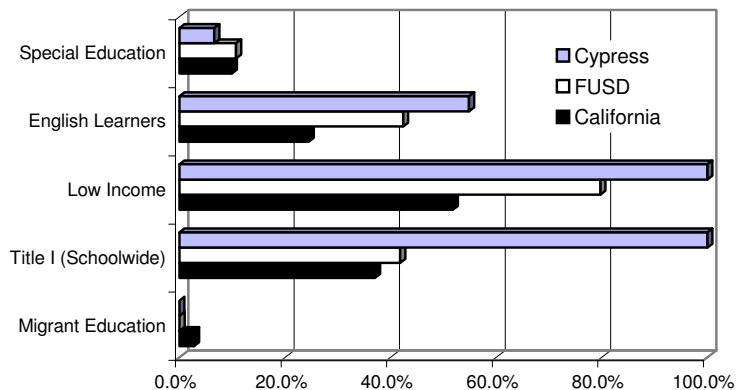
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

Standardized State Assessments

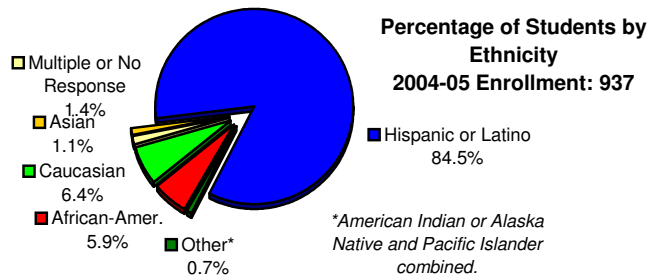
Students at Cypress Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments

2002-03							
Grade	K	1	2	3	4	5	6
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	92%	80%	66%	65%	51%	33%	N/A
Writing	N/A	42%	50%	47%	22%	29%	N/A
2003-04							
Grade	K	1	2	3	4	5	6
Reading	78%	52%	20%	15%	22%	12%	N/A
Math	88%	76%	72%	66%	63%	14%	N/A
Writing	N/A	38%	43%	53%	48%	39%	N/A
2004-05							
Grade	K	1	2	3	4	5	6
Reading	52%	34%	46%	35%	33%	8%	N/A
Math	87%	68%	76%	59%	51%	20%	N/A
Writing	N/A	52%	42%	36%	32%	36%	N/A

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Cypress			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	19	23	19	29	29	27	43	43	41
Math	33	38	40	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Cypress						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	27	*	*		16	*	*
Math	45	*	*		37	*	*

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Cypress					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	20	18	13	19	*	
Math	41	38	36	39	*	

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

	Cypress			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	13	15	21	18	20	25	35	36	40
Math		25	28	35	24	23	26	35	34
Science			11	10	11	9	11	27	25
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

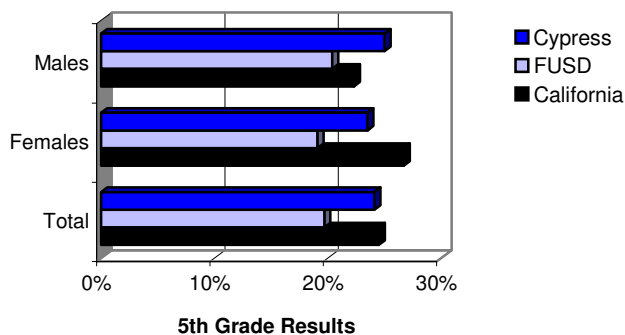
	Cypress						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	11	*	*		20	*	29
Math	17	*	*		35	*	47
Science	*	*	*		8		25
History							

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

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Cypress					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	20	15	21	8	
Math	42	29	31	35	25	
Science	17	5	1	10	0	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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

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

Physical Fitness

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

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Cypress Elementary School did not meet all 2005 AYP criteria and will therefore remain a Title I Program Improvement school.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. 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/.

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

Academic Performance Index (API)								
API Base			API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	98	99	99	Percent Tested	99	99	100	
API Base Score	590	620	634	API Growth Score	617	633	670	
Growth Target	11	9	8	Actual Growth	27	13	36	
Statewide Rank	2	2	2	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	4	5	6	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	582	609	630	API Growth Score	606	628	667	
Growth Target	9	7	6	Actual Growth	24	19	37	
Socioeconomically Disadvantaged								
API Base Score	580	620	634	API Growth Score	617	633	670	
Growth Target	9	7	6	Actual Growth	37	13	36	

Adequate Yearly Progress (AYP)						
	Cypress			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	No	No	No	No
Subgroup Results						
	Cypress			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	No	Yes	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	Yes	Yes	Yes
English Learners	No	No	Yes	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Cypress
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2003-04
Year in Program Improvement	2
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, 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/.

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 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
	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

Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by five noon duty aides. When the campus is open for students arriving to school, five noon duty aides cover the bus drop off areas, the front of the school, and the playground. The principal and assistant principal are in front of the school greeting students as they arrive. During recess, three noon duty aides and both administrators are stationed on the playground to ensure students play safely. At lunch time, teachers escort their classes to the cafeteria. Five noon duty aides 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 three to four teachers monitor bus loading and exit gates to ensure all students have departed safely. Cypress Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in the spring of 2004. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed

maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests to the principal or assistant principal for review. Upon approval, the work orders are forwarded to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Cypress Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues; the school's bell system is used to notify the custodian when support is required.

The district's maintenance department inspects Cypress Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 28, 2005.

School Site Inspection Most Recent Inspection: July 28, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Room C6: replace damaged window pane Repair fence enclosing electrical equipment located near portable restrooms
Interior Surfaces (Walls, Floors, & Ceilings)	No	Replace wall tiles in boys restroom between Bldgs. A and B.
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	In designated areas: repair fixtures and install light covers
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Repair low pressure drinking fountain outside B7
Restrooms	No	In designated locations: repair nonfunctioning sink, install drain cover, repair cold water faucet.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. A detailed summary of the inspection report can be obtained from the district office.

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 2004-05 school year, Cypress Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

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

At the beginning of the school year, an assembly is held with students to share school policies, academic expectations, and behavioral responsibilities. Each student is provided a student handbook which contains school rules and discipline policies. At the annual Open House, teachers review discipline policies and academic/behavioral expectations during their presentations. All fourth and fifth grade students

	Suspensions & Expulsions		
	Cypress		
	02-03	03-04	04-05
Suspensions (#)	80	51	73
Suspensions (%)	8.34%	5.39%	7.79%
Expulsions (#)	1	0	0
Expulsions (%)	0.10%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

are given an agenda (student planner) which may be used by students to record homework assignments and between parents and teachers as a communications tool. The principal conducts weekly recess meetings with the students to remind and encourage students to make responsible decisions on the playground and in the classroom.

Students demonstrating good citizenship and improving in academics are eligible to receive Ram Coupons or Cypress Celebration awards which are presented at weekly recess meetings. Students maintaining good citizenship are eligible to be selected for Student of the Month and recognized as monthly assemblies. Perfect attendance incentive programs are held for individual and classroom efforts; rewards are presented weekly 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 program are honored at assemblies and presented a special certificate. Academic accomplishments and honor roll placements are recognized at assemblies held at the end of each trimester.

Instructional Time

During the 2004-05 school year, all instructional time offered at Cypress Elementary exceeded state requirements. Due to bus schedules and a multiple-track calendar, actual minutes vary slightly by track and school. For the 2004-05 school year, Cypress Elementary offered 175 days of instruction for kindergarten classes. For Tracks A and B, 174 days of instruction were provided which were comprised of 130 regular days and 44 minimum days. Tracks C and D were provided 173 instructional days comprised of 130 regular days and 43 minimum days. Cypress Elementary utilizes minimum days for teacher planning, staff meetings, staff training, and grade level meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,050	36,000
Tracks A & B		
1-3	52,882	50,400
4-5	54,182	54,000
Tracks C & D		
1-3	51,138	50,400
4-5	53,964	54,000

Class Size

Cypress Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Cypress Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods. Kindergarten classes each have an instructional aide for 100 minutes a day to further reduce pupil-to-teacher ratios.

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0	2	4	
1	19.7	7		
2	19.0	7		
3	19.7	7		
4	29.4		5	
5	28.8		5	
Combo K-3	20.0	3		
Combo 4-6	30.5		2	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.1	6	1	1
1	20.3	4	2	
2	20.7	2	4	
3	19.6	7		
4	29.6		5	
5	30.5		6	
Combo K-3	19.8	4		
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	11		
1	19.9	7		
2	19.9	6	2	
3	18.5	8		
4	30.2		5	
5	31.6		4	1

Combo classes are any combination of K-3 and 4-6 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

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 2004-05 school year, Cypress Elementary held three staff development days that focused on:

- Map of Standards for English Learners
- English Language Learner Instruction Strategies
- Data Analysis
- Conference Reports

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

School Leadership

Cypress Elementary's principal works closely with the assistant principal and leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Although the principal and assistant principal work as a team in most areas, each administrator takes responsibility for overseeing specific components of school operations. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations. The assistant principal oversees the School Intervention Teams, student discipline, coordinate of state testing, and supervision of noon duty aides.

Mr. Ron Dillender has been in the educational field and with the Fontana Unified School District since 1997 and principal of Cypress Elementary since November 2005. Prior to joining Cypress Elementary's administrative team, Mr. Dillender served the district as a classroom teacher at West Randall Elementary and an assistant principal at Poplar, Oleander, and Porter elementary schools. Principal Dillender holds a master's degree in educational administration, a bachelor's degree in elementary education, and has attained his Tier I and Tier II administrative credentials, and completed AB75 principal training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, designated teacher representatives from each grade level, the resource specialist teacher, and English Language Learner site monitor. The Leadership Team meets once a month to collaborate on curricular and operational issues, discuss staff development needs, and serve as a liaison between administration and grade level teams.

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 September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

The school library is open from 7:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features 10,911 titles in English and 452 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, atlases, and dictionaries. Two Internet-accessible computers are available for online title searches (electronic card catalogue system). Students visit the library with their class at least once a week; students may visit the library on their own before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Cypress Elementary had a total of 143 computers; all classrooms had Internet access. Each classroom in grades K-3 has two computers and fourth and fifth grade classes each have four computers. Students use classroom computers for Accelerated Reader, Accelerated Math, KidBiz3000, Study Island, research, keyboarding, and graphic presentations projects. The school's computer lab features 40 computers, all with Internet access. Each teacher determines the subject area and method to integrate technology into the language arts and science curricula. Teachers utilize lab computers for whole-class instruction and as an extension of class lessons.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Cypress Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special day class teacher and one special education aide who provide full-day instruction in the Special Day class. One full-time resource specialist teacher and one part-time resource specialist aide work with students and provide instruction on an individual basis and in small groups; instruction takes place either in the student's class or in the resource work room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Cypress Elementary's English Language Acquisition Program supplements the EL student's language arts curriculum; instruction is administered by classroom teachers, bilingual aides, and special education staff. Three bilingual aides work with English Learners individually and in small groups, helping them develop language skills, reading skills, vocabulary development, and language fluency. Instruction takes place either in or outside the student's general education classroom. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Cypress Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades three, four, and five may qualify for the Gifted and Talented Education (GATE) program through district testing. After-school GATE enrichment activities are held once or twice a month focusing on special projects presented by GATE-trained teachers.

Cypress Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Homework Club: a quiet, support environment offered for 60 minutes a day, four days a week; students from all grade levels may attend to complete homework assignments or receive assistance from certificated staff.
- Off-track Intersession: students in grades 2-5 receive instruction over a two-week period (between trimesters). Instruction is delivered by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students at Far Below Basic and Below Basic levels on the district's multiple measures matrix are given first priority for enrollment and encouraged to attend.
- After-School Tutoring: students who are not reaching proficiency levels in any subject area or are having difficulty with a particular skill set may receive individualized tutoring from certificated teachers.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Cypress Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, the absent teacher's class is disbursed among classrooms in the same grade level or an administrator will fill the role of the substitute.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
LSH Therapist	1	0.5

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

Teacher Assignment

For the 2004-05 school year, Cypress Elementary had 40 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Cypress	97.5
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Cypress	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	36.6	34.9
Master's Degree	2.4	0.3
Bachelor's Degree plus 30 or more semester hours	48.8	48.6
Bachelor's Degree	12.2	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Cypress			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	42	41	41	1818	1780	1911
Teachers with Full Credential	40	40	40	1603	1635	1771
Teachers in Alternative Routes to Certification	3	0	1	120	63	168
Pre-Internship	1	1	0	129	47	9
Teachers with Emergency Permits	2	0	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	8	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	8	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century
Class Size Reduction
Comprehensive School Reform
Early Intervention
Dropout Prevention
Gifted & Talented Education
High Priority Schools
Instructional Materials
Parent Education
Peer Assistance & Review
Reading First
School Improvement
School Safety

Smaller Learning Communities
Special Education
Staff Development
State & Federal Preschool
Supplemental Technology
Tenth Grade Counseling
Title I, III, & V
Tobacco Use Prevention

Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	
		Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127