

Fontana Unified School District Cypress Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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Fontana, CA 92335
(909) 357-5460
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SUPERINTENDENT

Miki R. Inbody
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DISTRICT INFORMATION

Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT GOALS

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

SCHOOL STATEMENTS

Principal's Message:

The purpose of the School Accountability Report Card is to provide parents/guardians and the community with information about the school programs, facilities, staff, student achievement, parent involvement, climate and culture.

The mission of Cypress Elementary School is to place all students on the "road to success." The school motto for the 2021-2022 school year is "We are respectful, responsible and safe throughout our school. We are Remarkable Rams!" Through the collaborative efforts of the principal, teachers, support staff, parents/guardians and the community we all work together to ensure that Cypress students attend school daily, achieve academically, experience a safe/positive school, and maintain excellent citizenship.

Our teachers work together in grade level Professional Learning Communities (PLCs) to collaborate on curriculum and lesson development, analysis of student progress through a variety of assessments, and determining appropriate student intervention and enrichment. The students participate in daily differentiated instruction through a system called Response to Instruction (RTI). Our parents are actively involved by attending school events, volunteering in classrooms, participating in classes to support their children's learning and healthy development, and by becoming school leaders who provide assistance in our Parent Teacher Association (PTA), English Learner Advisory Council (ELAC) and School Site Council (SSC). Cypress is a Positive Behavior Intervention and Support (PBIS) school where students, staff, and parents have been involved in promoting positive expectations at school, at home, and in the community each day. This year, Cypress received platinum recognition for their PBIS Framework. Through the collective efforts of all we are striving to increase our students' academic proficiency in all subject areas and to improve our school programs so that our students are prepared to succeed in higher education, career, and in all of their future endeavors.

SCHOOL PROFILE

Cypress Elementary School runs on a modified, traditional calendar. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool/daycare program offers child-centered classes focusing on physical, cognitive and social-emotional growth.

The Fontana After School Program operates every day after school until 6:00 p.m. for students in Grades K-5 and provides students with time to complete their homework, enjoy a healthy snack, and enrichment instruction in language arts, technology, health and physical education, fine arts, social studies, and mathematics.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	45.6
Male	54.4
Non-Binary	
American Indian or Alaska Native	0.2
Asian	3.9
Black or African American	2.9
Filipino	0.2
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	
White	2.7
Two or More Races	1.3
EL Students	40.7
Foster Youth	0.6
Homeless	3.1
Military	
Socioeconomically Disadvantaged	84.4
Migrant Education	
Students with Disabilities	13.8

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	113
1st	97
2nd	112
3rd	94
4th	103
5th	102
6th	0
Total	621

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	80.79	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.14	19.70	1.15	12,115.80	4.41
Unknown	5.10	16.07	407.00	23.67	18,854.30	6.86
Total Teaching Positions	31.80	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	92.42	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.52	31.90	1.82	11,953.10	4.28
Unknown	2.00	6.06	87.80	5.02	15,831.90	5.67
Total Teaching Positions	32.90	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.50

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/22/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	MPR: 4. WATER STAINS CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	P RM K3/PRESCHOOL: 7. EXTERIOR LIGHT COVER BROKEN.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	P-A17: 11. PAINT IS CHIPPING ON HAND RAILING.
STRUCTURAL: Structural Damage, Roofs	Good	P GIRLS RR: 12. DRY ROT ON RAMP SKIRTING AT VENT. P-A19: 12. DRY ROT ON SIDING/ NAILS ARE PROTRUDING/ INJURY HAZARD. P-A18: 12. DRY ROT ON SKIRTING AT ENTRY. P RM K3/PRESCHOOL: 12. DRY ROT ON TRIM.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM K3/PRESCHOOL: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. P GIRLS RR, P-A19: 14. TRIP HAZARD AT RAMP ENTRY.

SCHOOL FACILITIES

Age and Condition of Facilities

Cypress Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1970, the school sits on 8.86 acres and includes a library, a staff lounge, 23 permanent classrooms, 14 portable classrooms, a teacher's workroom, and a cafeteria/multipurpose room.

Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by school site aides. When the campus is open for students arriving to school, school site aides monitor activity on the playground during walk and talk for students in K-5. There are also two additional teachers available to provide morning supervision. Administration are in front of the school greeting students as they arrive and assisting with drop off and traffic safety.

During recess, school site aides and teachers are stationed on the playground to ensure students play safely. At lunch time, school site aides monitor the cafeteria and playground activities. At the end the of the school day, Kindergarten teachers release students from the classroom to parents/guardians. Teachers in grades 1 - 5 walk students to their designated dismissal areas. Administration, teachers and school site aides monitor bus loading, crosswalk, parking lot and exit areas to ensure all students have departed safely.

Cypress Elementary School 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.

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

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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. In addition, Cypress also participates in the yearly Williams Visit to ensure facilities are up kept. The district's maintenance department inspects facilities and operating systems at each school 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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	21	34	47
Mathematics (Grades 3-8 and 11)	10	18	33
Science (Grades 5, 8, and 10)	10	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	307	305	99.35	0.65	20.66
Male	173	172	99.42	0.58	20.35
Female	134	133	99.25	0.75	21.05
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	274	273	99.64	0.36	20.51
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	128	128	100.00	0.00	8.59
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	250	100.00	0.00	20.80
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	307	305	99.35	0.65	9.84
Male	173	172	99.42	0.58	12.21
Female	134	133	99.25	0.75	6.77
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	274	273	99.64	0.36	10.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	128	128	100.00	0.00	5.47
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	250	100.00	0.00	9.20
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	108	107	99.07	0.93	10.28
Male	59	59	100.00	0.00	11.86
Female	49	48	97.96	2.04	8.33
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	96	96	100.00	0.00	9.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	43	43	100.00	0.00	9.30
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	11.36
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	99	99	99	99	99

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	703	677	305	45.1
Female	317	304	122	40.1
Male	386	373	183	49.1
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	27	26	4	15.4
Black or African American	23	21	5	23.8
Filipino	1	1	1	100
Hispanic or Latino	623	603	286	47.4
Native Hawaiian or Pacific Islander	2	0	0	0
White	18	17	6	35.3
Two or More Races	8	8	3	37.5
EL Students	287	279	103	36.9
Foster Youth	7	6	2	33.3
Homeless	27	25	15	60
Military				
Socioeconomically Disadvantaged	596	574	265	46.2
Migrant Education	0	0	0	0
Students with Disabilities	114	112	60	53.6

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to get involved in Cypress Elementary School's learning community. Parents may volunteer to work in the classroom, family events and the library. Due to current COVID requirements, parents are limited to volunteering at PBIS celebrations. 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, Coffee with the Principal meetings, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

Parents/guardians are provided with many opportunities to learn more about helping their children succeed in school through the Annual Title I Parent Involvement Meeting, parent/teacher conferences, ESL, Technology, Parent Workshops and PBIS Workshops (first and second semester), and other information sent home. All classes and information are provided in both English and Spanish.

School-to-Home Communication occurs through informational flyers sent home with students, school website (links to important resources and information), Parent Square, Twitter, and important messages generated by school staff are recorded and forwarded to parents/guardians via Blackboard Connect. Teachers provide notices to parents/guardians about classroom procedures, upcoming class activities, and individual student progress. Personal calls and conference appointments are made by teachers, support staff, and principal as needed to ensure timely and accurate two-way communication. Parents/guardians are welcome to contact teachers, support staff, and principal by phone, notes, e-mail, and may set up individual conferences/appointments.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0.14	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.14	0
Female	0	0
Male	0.26	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	5.56	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0.88	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1242

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.5

COUNSELING AND SUPPORT SERVICES

Cypress Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide 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. Our SIT coordinator schedules SIT meetings and updates student progress. Goal setting is conducted and monitored on a six week basis.

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. Effective November 2021, Cypress Elementary will have a full time counselor at the site five days a week.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	10	36	36	24	4	4		3	4		1	1
1st	27	39	27		3	8	8	4	2		1	1
2nd	25	44	31		2	6	8	4	4		1	1
3rd	23	45	37	2	2	4	8	4	3		1	1
4th	25	33	47	5	3	1	9	5	4		2	2
5th	24	39	35	6	2	3	10	4	5		3	2
6th												
Other	32	19	17		1	1	1	1	1	1		

DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,469
School: From Supplemental/Restricted Sources	\$ 1,525
School: From Basic/Unrestricted Sources	\$ 5,943
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-1.88 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-9.87 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 84,447
District	\$ 89,523
Percentage of Variation between School & District	-5.67 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-1.08 %

DISCIPLINE AND CLIMATE FOR LEARNING

At Back-To-School Night, Kindergarten Orientation, and Coffee with the Principal, the principal provides parents/guardians with information about our school-wide student expectations, recognition program, discipline policy, volunteer opportunities, and other important school procedures and policies. The classroom teachers provide parents/guardians with specific classroom and grade level information about student expectations, classroom management system, and classroom routines and procedures. Once a month, an assembly is held to inform students of academic, attendance, and citizenship expectations and to review our recognition program and discipline policy.

Cypress Elementary implements the Positive Behavior Intervention and Support (PBIS) system with students, parents, and staff to develop a school wide behavior expectation to promote safety, responsibility, respect at school and in our community.

Students at Cypress Elementary are guided by school rules and behavior expectations established by the school staff, Fontana Unified School District, and the California Education Code. A progressive discipline approach is taken when students do not follow school/classroom rules or directions given by staff. Students are repeatedly and constantly made aware of rules and directions by staff. Generally, when a student first breaks a rule or doesn't follow a direction given by a staff member, the student will receive a verbal reminder/warning. Upon a repeated infraction of either the same rule/direction or of another rule/direction the student is subject to the next step in the sequence of classroom/school consequences and/or the issuance of a minor citation if outside of the classroom.

School citations may be written by any staff member for a student who breaks a rule or doesn't follow the directions. The expectation is that the students know the rules and follow directions the first time. The citations are sent to the classroom teacher who will provide the next step in classroom consequences or issue a referral to the principal or assistant principal if the incident is severe or frequent.

When a student receives consequences beyond a warning/reminder, the classroom teacher and/or principal will make contact with parents either by sending home written communication, sending an e-mail, making a phone call, and/or scheduling a meeting. Consequences are administered in a fair and consistent manner based upon the nature of the infraction and the applicable school protocol, district policies, and CA state educational code. We strive to provide Other Means of Correction (OMOCs) in lieu of school suspension except when school suspension is warranted/required. A recommendation for expulsion is made when either the infraction warrants/requires it and/or when the number of days of school suspension in one school year triggers this recommendation.

We expect our students to strive for perfect attendance, grade level academic achievement/progress, and positive citizenship. Recognition assemblies are held each month in the classroom and at the end of each semester in the cafeteria for the following: Student of the Month; Perfect Attendance is awarded by semester and year. Also, students earn awards for participating in the Accelerated Reader Program.

Recognition includes verbal praise, raffle cash, certificates, and personal notes written by the teacher/principal, and restaurant/entertainment vouchers, as well as incentives for positive behaviors.