Cypress Elementary School

2150 Civic Center Dr • Redding, CA 96001 • (530) 225-0040 • Grades K-5
Rich Hall, Principal
rhall@rsdnmp.org
cypress.reddingschools.net

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Redding Elementary School District
5885 East Bonnyview Rd
Redding CA, 96099
(530) 225-0011
www.reddingschools.net/home

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School Description

Rich Hall is in his Fifth year as principal at Cypress Elementary School. Rich has 18 years of experience in education, teaching grades fifth through eighth and as a vice principal at a K-8 school.

The Cypress School staff believes in shared leadership that enables all staff members to provide input. Teachers assist with staff training, specifically in language arts, math, and best teaching strategies. The staff meets weekly in collaboration meetings to evaluate student data in order to guide instruction. Staff members take an active role in aligning instructional programs with the California Content Standards, and leadership teams guide literacy and discipline policies. The School Site Council meets a minimum of five times a year to evaluate and make recommendations for Cypress School.

Mission Statement: At Cypress School, everyone's progress contributes to the goal of continuous improvement, while progress is recognized, acknowledged and celebrated.

Vision Statement: Cypress School will strive to close the opportunity gap for every student by providing a balanced program that will maximize the potential of the whole child.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	25
Grade 2	43
Grade 3	31
Grade 4	29
Grade 5	32
Total Enrollment	204

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	11.3
Asian	3.9
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.5
White	52
Two or More Races	3.9
Socioeconomically Disadvantaged	93.6
English Learners	2.5
Students with Disabilities	19.6
Foster Youth	2.5
Homeless	14.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials for Cypress Elementary	17-18	18-19	19-20
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cypress Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McMillian McGraw-Hill Treasures	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	McMillian McGraw-Hill Everyday Math	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	Pearson Scott Foresman	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Studies Weekly	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a $28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Cypress Elementary was built in the early 1940s. The school has 20 classrooms, a computer lab, library and main office. The office was remodeled in order to create a friendly environment for our students, parents, and staff. We keep our central hallways and classrooms clean. Our playground is spacious and clean and provides a variety of recreational activities. Our Parent Club has upgraded our playground equipment. We have six portable buildings that are on permanent foundations. We have a park-like quadrangle that is centrally located and provides a venue for performances. During 2010-2011 the school kitchen underwent a $270,000 re-modernization. In 2014 perimeter security fencing was installed and the HVAC systems in all buildings except portables were retrofit with more-efficient gas fired units. Lighting systems were also upgraded as part of Prop 39 work in 2014. In 2017 the site modernized a classroom for STEAM adding in a 3D printer and a collaborative workspace ideal for robotics and group activities.

The school is staffed with one day, and one night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/20/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Fair	The district has a carpet replacement schedule where two rooms are replaced per year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A new playground was installed during the summer for ages 5 -12.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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, which 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); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	19	30	46	44	50	50
Math	15	15	39	38	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	6.7	26.7	6.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	80	97.56	30.00
Male	37	36	97.30	25.00
Female	45	44	97.78	34.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	17	100.00	23.53
White	44	43	97.73	32.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	28.38
English Learners	--	--	--	--
Students with Disabilities	23	22	95.65	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	80	97.56	15.00
Male	37	36	97.30	11.11
Female	45	44	97.78	18.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	17	100.00	11.76
White	44	43	97.73	18.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	13.51
English Learners	--	--	--	--
Students with Disabilities	23	22	95.65	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parent involvement is imperative for our success. A minimum of 5 parents are part of the school site council that meets monthly. The Parent Club holds monthly meetings and family events. The Parent Club and volunteering offers many opportunities for involvement in the school. Cypress hosts a beginning of the year ice cream and healthy snack meet and greet, in November a Veterans' Day assembly were family members and veterans are recognized, a school movie night in December, a skate night in January, an annual luncheon in February for all parents, Open House in March and a Strawberry Social is held in May.
The Strawberry Social spring event is the Parent Club's largest fundraiser and over 400 students, family and community members are in attendance. We encourage all parents to attend our Parent Club meetings and get involved in school programs. Interested parties are invited to contact Parent Club president Suzette Roberts or Kimberly Ross through the school office at (530) 225-0040.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

District maintenance and our custodial staff inspect our playground equipment regularly. Staff members supervise the playgrounds at all four recesses, and students follow our playground safety guidelines, Positive Behavior Intervention Supports (PBIS) that are discussed with each student the first week of school, the first week of January and the week after spring break. Cypress has developed and implemented a Comprehensive School Safety Plan and a Crisis Management Plan covering all possible disaster scenarios. The safety plan is updated annually at the beginning of the school year. Staff and students practice regular emergency drills on a monthly basis. Visitors to our school are required to check in at the office and wear visitor identification badges while on campus.

Discipline

Our faculty is committed to maintaining a safe and orderly climate for learning. Our discipline plan is based on the BEST (Building Effective Schools Together) program. Students who are safe, respectful, and responsible receive a Cougar Coupon. Cypress school gives rewards each week to students whose names are randomly drawn. Student achievement is recognized at our three awards assemblies held at the end of each trimester.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.2	7.3	4.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.45
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.90
Resource Specialist (non-teaching)	1.0
Other	1.0

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		24		2		22	1	1	
1	22		1		21		1		25		1	
2	20	1	1		19	1			24		1	
3	25		1		19	1	1		24		2	
4	30		1		22		1		24		1	
5	19	2	1		23	1	1		20	1	1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Cypress holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.
2019-2020- 8.1 Professional Development Days
2018-2019- 8.1 Professional Development Days
2017-2018 - 8.1 Professional Development Days

Evaluating and Improving Teachers
Cypress teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

Substitute Teachers
In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Cypress is fortunate to be able to attract and maintain qualified substitute teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,296	$49,378
Mid-Range Teacher Salary	$67,630	$77,190
Highest Teacher Salary	$86,901	$96,607
Average Principal Salary (ES)	$111,643	$122,074
Average Principal Salary (MS)	$110,203	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$145,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,288	$3,273	$7,014	$63,617
District	N/A	N/A	$6,108	$67,696.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.8	-6.2
School Site/ State	-6.8	-19.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

We have received donations through Driscolls Foods, Winco Foods, the Scripps Howard, Rotary, and the City of Redding. Our After School Education and Safety grant allows us to provide a quality educational program until 6:00 p.m. daily. Additional state and federal funding pays for a project technician whose responsibility is to assist in the school-wide intervention and enrichment program and to help teachers enter and retrieve all local and state assessment data. We also have a Instructional Coach/Title I teacher and two instructional assistants who help with student achievement in smaller intervention groups and closing of the achievement gap. The Instructional Coach develops afternoon math tutoring for second through fifth grades with the support of three additional instructional aides. A Family Advocate is on site part time to assist with families in need of assistance to get students prepared for school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.