



Cypress Elementary School

1870 South Laspina Street • Tulare, CA 93274 • (559) 685-7290 • Grades K-6

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



Tulare City School District

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District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

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District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

School Description

Cypress Elementary School is one of 15 schools in the Tulare City School District and recipient of the 2003 and 2006 Title I High Achieving Award and the TCOE Torch Award 2012 and 2013. We serve a diverse population of students in kindergarten through sixth grades, with a dedicated staff, a nurturing environment, and a challenging core curriculum. Our values are expressed in the Cypress Elementary School mission statement: Children take control of their learning and discover the joy of developing their intellectual, emotional, social, and physical strengths. Based on the Pillars of Character Counts!, Cypress has established common expectations that are expressed in the acronym C.A.R.E.: Cooperate, Act Responsibly, Respect Others, and Ensure Safety. We are a community that C.A.R.E.S! It is a privilege to serve the families of our community as school principal, and I hope that you will not hesitate to contact me with your concerns.

Cypress believes in and encourages parent involvement. Ways we promote parent involvement include:

- Parent/teacher/student conferences twice a year
- Cypress Website, AERIES Communication notifications, Instagram, school newsletter, and other classroom written communication
- Decision-making groups like the Parent/Teacher Organization, School Site Council, and English Learner Advisory Council
- On-going Parent Education Programs
- Trimester Family Library Nights
- Special Family Nights each trimester

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	81
Grade 1	92
Grade 2	69
Grade 3	93
Grade 4	77
Grade 5	78
Grade 6	81
Total Enrollment	571

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	0.4
Hispanic or Latino	83.2
White	11.9
Two or More Races	0.7
Socioeconomically Disadvantaged	85.6
English Learners	24.2
Students with Disabilities	6.8
Foster Youth	1.1
Homeless	1.6

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	26	24	25
Without Full Credential	0	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
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)

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities.

Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school has a Safe School Plan that is in place and updated yearly by the School Safety Committee, an offshoot of the School Site Council. Evacuation drills are scheduled on a regular basis to ensure that staff and students know what to do in an emergency. A Cal-OSHA representative attends monthly meetings and provides updates to staff on safety and health issues. In addition to these programs, adequate supervision is provided before school, during break/recess, at lunch, and after school. Supervision is noted on the school's duty schedule.

All school district facilities are supportive of teaching and learning. Classrooms are clean and orderly and provide a safe learning environment reflective of student work and current curriculum. We have a school cafeteria that provides students with a breakfast and lunch program and is used as a multipurpose facility for large-scale programs and meetings. The school library provides students with supplemental reading materials and provides additional educational resources. The school grounds are kept clean and well maintained for student play, recreation, and athletic activities.

We take pride in our well-maintained buildings and landscaping. The Tulare City School District employs skilled professionals to ensure a safe and clean environment throughout the school year. Students, staff, and parents are committed to keeping our campus clean and litter free.

The Tulare City School District provides ongoing maintenance, and routine and major repairs for all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for pupils are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above.

The school grounds, buildings, and restrooms are kept clean, safe, and regularly maintained. We have a morning custodian from 6:30 A.M. to 3:30 P.M. and an evening custodian from 12:30 P.M. to 9:00 P.M. Custodians are regularly monitored and evaluated by the building principal and a director of custodians to make sure that the school is safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of the more technical repairs (plumbing, heating, cooling, gas, electrical, carpeting, painting, and/or major repairs). At times, the district will hire an independent contractor to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis, and the district has a work order repair procedure that begins with the school principal referring needed repairs that cannot be taken care of by the site custodians to the district superintendent. The superintendent assigns the repairs to the maintenance director who, in turn, assigns the work out to the different maintenance specialists. Work orders are completed in a timely manner. We also have a school site safety representative who attends ongoing safety meetings. The school district also has a Superintendent's Advisory Committee that meets on a regular basis with the district superintendent to discuss questions or concerns.

Cypress School was built and ready for students in August of 1985. The school contains an administration wing with the school office, nurse's office, teacher's lounge, principal's office, three other small offices and one classroom. There are also three other classroom wings each containing six classrooms. A kindergarten "pod" is located in the northeast corner of the school and houses four kindergarten classrooms. The library wing has the library and two classrooms, and the cafeteria wing has the cafeteria and three classrooms. Overall, the school is in excellent condition.

The size of the Cypress campus is 39,380 square feet. We feature a center playground area with some recreational climbing equipment. A north playground with two baseball diamonds, six basketball courts, and a soccer/ football field are available. Our library is equipped with thousands of updated books and five computers that all have Internet access. Our classrooms all have at least one computer that has Internet access. Our school parking lot has two handicapped parking spots and the student restrooms are wheelchair-accessible.

Roofs were recently modernized at Cypress School.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/3/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	38	36	33	36	50	50
Math	24	27	22	22	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	20.3	9.5	

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	333	329	98.80	36.47
Male	175	171	97.71	28.07
Female	158	158	100.00	45.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	283	98.95	32.51
White	33	32	96.97	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	285	98.96	32.28
English Learners	129	128	99.22	31.25
Students with Disabilities	33	30	90.91	10.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	13	92.86	7.14

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	333	330	99.10	26.67
Male	175	172	98.29	25.00
Female	158	158	100.00	28.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	284	99.30	23.59
White	33	32	96.97	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	285	98.96	22.81
English Learners	129	129	100.00	22.48
Students with Disabilities	33	30	90.91	6.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	13	92.86	7.14

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)

Parental and family involvement is critical to your child's success in school and is strongly encouraged. You can help by participating in these opportunities at Cypress School: Parent Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Council (ELAC), Migrant Parent Advisory Committee, Parent Prep Crew, classroom volunteer, or by attending our Parent Education meetings. A Spanish-speaking liaison is available on site for all parents four hours a day. For more information on how to become involved, contact Gary Bates, Principal, or Belia Rios, our Parent Liaison, at (559) 685-7290.

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

To ensure a high level of emergency preparedness, we have developed and implemented a Comprehensive School Safety Plan and a Crisis Management Plan, covering all possible disaster scenarios. These are reviewed and updated annually by school personnel, parents, and community members for effectiveness. Our last review for possible changes was Spring 2019. It was presented to staff for implementation in May 2019. Students and staff also participate in monthly fire drills, periodic earthquake drills, lock down drills, and an annual bus evacuation drill.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.0	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

* 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	20	3	1		21	1	3		20	3	1	
1	22		4		20	4			23		4	
2	20	4			23		4		23		3	
3	21	2	2		26		3		23		4	
4	26		3		27		3		26		3	
5	27		3		27		3		26		3	
6	26		21		28		21		27		3	
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	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
 2014-15: 22
 2015-16: 27
 2016-17: 28
 2017-18: 34
 2018-19: 34
 2019-20: 35

District Professional Development Day(s):

2013-14: 1
 2014-15: 2
 2015-16: 0
 2016-17: 1
 2017-18: 1
 2018-19: 1
 2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

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

* 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	\$11,130	\$2,114	\$9,016	\$88,638
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.2	5.9
School Site/ State	23.5	8.0

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

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
Title II (Improving Teacher Quality)
Title III (for Limited English Proficient Students)
IDEA-Special Education
Lottery Proposition 20: Instructional Materials
Local Control Funding Formula (LCFF)
Base Grant Funding
Supplemental Grant Funding
Concentration Grant Funding
LCFF Funds support:
Gifted and Talented Education (GATE)
New Teacher Support Systems (NTSS)
Class Size Reduction (CSR)
Hourly Programs (extended day/year education)/Summer School
Community-Based English Tutoring (CBET)
School Safety and Violence Prevention
Instructional Materials
Educational Technology
Professional Development
Advancement Via Individual Determination (AVID)
Community Day School
Visual and Performing Arts (VAPA)
Counselors
Preschool
Enrichment Activities
Intervention (MTSS)
Response to Intervention Teachers
Tulare Support School
School Libraries
Athletic Program
English Language Learners
Foster Youth
Alternative Education
Health and Welfare
Home to school transportation

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.