

School Accountability Report Card

English

Translation Assistance Document

About This School

Contact Information

	English
School Name	Cypress School of the Arts
District Name	Hesperia Unified School District

	English
District Admin Title 1	
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School Description and Mission Statement**PRINCIPAL'S MESSAGE**

I'd like to welcome you to Cypress School of the Arts' Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual SARC that fulfills state and federal disclosure requirements. Enclosed you will find information about our academic focus, student population, parent involvement, student achievement, professional staff, curricular and extra-curricular programs, safety procedures, school environment, and condition of facilities.

Cypress School of the Arts is focused on preparing our students for success. We provide instruction aligned to the California Content Standards with an emphasis on critical thinking and problem solving and a themed focus on music, and art instruction. To develop the skills necessary for students to make the transition from elementary school to secondary school, we provide explicit instruction in organization and study skills using AVID strategies beginning in 4th grade. With ongoing evaluation of our students and programs, we strive to meet the individual needs of all.

In the 2009-2010 school year, Cypress received the California Distinguished School Award. In 2010-2011, Cypress received the California Academic Achievement Award and the California Business for Education Excellence Awards.

We are committed to providing the best educational program in a caring and safe environment for all of our students. We welcome any questions about the information provided in this report or any suggestions to improve our programs make a difference for all of our children.

Cypress School of the Arts is a unique school in the Hesperia Unified School District serving as a K-6 parent choice school in the district. It is the intent of the Cypress staff to provide an effective academic and social transition from elementary school to the secondary level for all of our students. The school environment will be one to provide the nurturing support unique to the elementary level while incrementally providing the development of independence organizational skills, critical thinking, and student interest. This will be evident in the structure of the school, as well as the instruction itself.

SCHOOL MISSION STATEMENT: "Creating a passion for learning and cultivating the artistic potential in all students"

SCHOOL PROFILE

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools, 3 of those being parent choice schools, 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

Cypress School of the Arts is located in the northwest region of Hesperia and serves students in grades kindergarten through six. At the beginning of the 2015-16 school year, 845 students were enrolled.

English

Opportunities for Parental Involvement

Parents are encouraged to volunteer on campus, chaperon field trips, and get involved in the decision-making process through school committees. The School Site Council, Parent Teacher Club, and English Language Advisory Council provide opportunities to provide input on school programs and finances. The principal also offers informal meetings each semester for parents wanting information related to the school site and district. Back to School Night, Family Nights, and school performances are a few of the many opportunities available to parents who want to become involved with their child's educational experience. Parents who want more information or wish to participate in the learning community may contact the school office at (760) 949-2596.

School-to-home communication takes place in a variety of formats, in most instances communications are provided in both English and Spanish. School staff utilizes Connect Ed, an automated telephone system, to quickly relay important messages and reminders to each child's home. Cypress School of the Arts' newsletter provides important information in regards to upcoming events, as well as: a calendar of activities, a message from the principal, and special program highlights. Teachers use fliers, Remind 101, class websites, as well as other forms of social media to inform parents of activities related to the classroom. Fliers are occasionally distributed for special announcements. Connect Ed, as mentioned above, is used throughout each month to send broadcast messages school wide and to select groups both in English and Spanish.

School Climate

	English
School Safety Plan	The Comprehensive School Site Safety Plan was developed for Cypress School of the Arts in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Staff participate in online trainings required by the state, as well as discuss staff responsibilities and safety plan updates throughout the school year. A copy of the school site safety plan may be obtained at Cypress School of the Art's main office or the Hesperia Unified School District office.

School Facilities

	English
Date of your most recent facilities inspection	07/10/15

School Facility Conditions and Planned Improvements
SCHOOL FACILITIES & SAFETY

Cypress School of the Arts provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 2005. A major expansion of the campus occurred in 2009 which included two playground areas not previously on our campus, the addition of a new kindergarten complex, 12 new classrooms and several site upgrades that were required to convert the site from a sixth grade only campus to a K-6 facility. In 2016, an additional four classrooms were added to the campus. Ongoing maintenance ensures the campus remains safe and in good working condition and provides adequate space for students and staff. The campus is comprised of the following:

Acreage = 14

Square Footage = 38,280

Number of Permanent Classrooms = 4

Number of Portable Classroom = 32

Number of Restrooms (student use) = 2 sets

Computer Lab = 2

Multipurpose Room = 1

Music Room = 1

Parent Center = 1

Library = 1

Staff Lounge = 1

Staff Work Room = 1

Storage Room = 1

CAMPUS SUPERVISION

Six proctors, strategically placed in various areas of the campus, supervise students as they enter school grounds. During lunch, three proctors share supervision of the cafeteria and playground activities. When students are dismissed at the end of the day, assigned teachers and administrators monitor student pickup areas to ensure students leave campus in a safe and orderly manner. School administrators, the custodian, and the school when providing student supervision. Cellular phones and hand-held radios help facilitate quick and effective communications between school staff for routine and urgent situations.

CAMPUS MAINTENANCE

The custodial staff and 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 principal and lead day custodian communicate daily each morning regarding maintenance issues and special projects.

One full-time day custodian, 1 full-time evening custodian, and two part-time night custodian are assigned to Cypress School of the Arts; the day custodian relays direction from the principal to evening custodian for routine maintenance, daily custodial duties, and special events. Every morning before school begins; the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. School administrators and the day custodian check restrooms frequently throughout the day as proactive measure in keeping restrooms stocked, safe, and sanitary. The evening custodians clean classrooms, desks, office areas, restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Cypress School of the Arts works closely with the district's Maintenance & Operations (M&O) department for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Cypress School of the Arts to communicate unscheduled maintenance needs, urgent repairs, or special projects. The day custodian and school office staff are responsible for coordinating the preparation and submission of work orders to M&O for resolution. Emergency situations are regularly resolved in one hour or less.

School Facility Good Repair Status

English

Interior
Structural
Electrical
Restrooms/Fountains
External
Cleanliness

Teachers

	English
Professional Development	<p>All professional development activities in Hesperia Unified School District revolve around the California State Content Standards and Frameworks and are research-based.</p> <p>The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2014-15 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.</p> <p>Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district benchmark assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.</p> <p>The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.</p> <p>New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.</p>

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

	English
Date on which the board most recently approved your current textbooks	October, 2012
Textbook Information	<p>All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board.</p> <p>In October, 2012, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2012/13-11 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.</p>

Textbooks and Instructional Materials/Year of Adoption

	English
Reading/Language Arts	Houghton Mifflin Reading California - 2002
Mathematics	Harcourt Math - 2002
Science	Houghton Mifflin California Science - 2007
History-Social Science	Houghton Mifflin History-Social Science - 2006
Foreign Language	
Visual and Performing Arts	
Science Laboratory Equipment	

From Most Recent Adoption?

	English
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	
Visual and Performing Arts	
Science Laboratory Equipment	

School Finances

	English
Types of Services Funded	<p>In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:</p> <ul style="list-style-type: none">Class Size ReductionDrug/Alcohol/Tobacco EducationEconomic Impact AidGifted & TalentedHome-to-School TransportationInstructional MaterialsSpecial EducationTitle I (some schools)Vocation Education, HandicappedVocational and Applied Technology

School Completion and Postsecondary Preparation

	English
Career Technical Education Programs	