

School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal.



Christine P. Swain Elementary
 5851 Newman Street
 Cypress, CA 90630



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement

At Christine P. Swain School, we recognize that America's future hinges on the education that we give our children. The youth of our community have a right to knowledge, skills, discipline, values, and the virtues that will assist them to achieve a productive, fulfilled life. The Swain School staff is committed to providing children with opportunities to build character, self-esteem, and achievement of "Excellence!" It is our hope that Swain students will achieve to their highest potential, develop positive self-images, enjoy life, and become contributing citizens in our nation.

Opportunities for Parental Involvement

The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provide input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. A subcommittee of the SSC is the English Language Advisory Committee (ELAC). All meetings are open to the public.

The school actively seeks parent involvement for school programs in a variety of ways:

- Parent representation is needed for the District Budget and Finance Committee, District ELAC, District Gifted and Talented Education (GATE), Committee for Safe and Drug Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE) Committee.
- The PTA supports the school program by encouraging and organizing parent involvement, promoting the self-esteem of students, and enriching the school program by providing special programs, services, and activities.
- A number of parents and community volunteers work in the classrooms assisting teachers and school staff in a variety of ways to effectively lower adult to student ratio.
- Club Swain offers an after school program to assist with homework, provide academic enrichment and recreational activities in a safe environment.

Student Enrollment (2009-2010) Total 409

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	46	Grade 4	59
Grade 1	48	Grade 5	64
Grade 2	58	Grade 6	64
Grade 3	59	SDC 4-6	11

Student Enrollment by Group (2009 – 2010)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.11%	White (not Hispanic)	20.29%
American Indian or Alaska Native	.24%	Two or More Races	5.13%
Asian	11.74%	Socioeconomically Disadvantaged	62.30%
Filipino	4.65%	English Learners	33.50%
Hispanic or Latino	51.59%	Students with Disabilities	14.20%
Native Hawaiian/Pacific Islander	.24%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3			20.0	2			17.0	2		
1	19.7	3			18.7	3			20.5	1	1	
2	20.0	3			20.3	2	1		18.7	3		
3	19.7	3			20.3	2	1		19.7	3		
4	30.0		2		28.5		2		30.5		2	
5	24.7		3		29.0		2		31.0		2	
6	30.5		2		34.0			2	31.0		2	
K-3					20.0	1			19.0	1		
4-8					15.0	1			5.5	2		

III. School Climate

School Safety Plan and School Facilities (2009 – 2010)

The school has developed a disaster plan for use in an emergency situation. Staff members are inserviced and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school and District also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rated the cleanliness, orderliness and care of the school as satisfactory.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.5	0.7	0.5	2.1	1.1	1.3
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

The information is about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Conditions Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		
Interior: Interior Surfaces			X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X		

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical			X		
Restrooms/Fountains: Restrooms, Sinks/Fountains			X		
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs			X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences			X		
Overall Rating	Fair				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	24	22	22	188
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the district. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

District Title Data	FTE	District Title Data	FTE
Site Program Coordinator	5.3	Speech/Language/Hearing Specialist	10.1
Librarian Clerk	4.0	Resource Specialist (non-teaching)	0.4
Psychologist	4.8	Music	.0
Nurse	2.0	Title I	1.1

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court and Houghton Mifflin	0%
Mathematics	Houghton Mifflin	0%
Science	Macmillan/McGraw Hill and Holt	0%
History-Social Science	Harcourt	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with the average teacher salaries in the district and throughout the state, and a comparison of average teacher salaries in the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	\$7,556	\$2,687	\$4,869	\$71,054
State	\$5,681	not available	not available	\$64,193
Percent Difference - School Site and State	---	---	---	10.6%

Types of Services Funded (Fiscal Year 2009-10)

Each school receives State and Federal funding to support supplementary programs, including Gifted And Talented Education, Title III – Limited English Proficiency and Immigrant Education, School & Library Improvement Block Grant, Economic Impact Aid, Title V – Innovative Education, English Language Acquisition Program, Tobacco Use Prevention Education, and Safe & Drug Free Schools and Communities.

In addition to general fund State funding, Cypress School District receives State and Federal categorical funding for special programs. The purpose of this funding is to provide supplemental services to assist students: 1) in reaching academic proficiency; and 2) in mastering grade level content standards.

For the 2009-10 school year, the District received Federal and State aid for the following categorical, special education, and support programs.

- Class Size Reduction (CSR)
- Special Education
- Economic Impact Aid
- English Language Acquisition Program
- School & Library Improvement
- Educational Technology Assistance
- Gifted and Talented Education (GATE)
- Instructional Materials
- School Improvement
- Mandated Costs Reimbursements

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,951	\$41,154
Mid-Range Teacher Salary	\$69,859	\$63,517
Highest Teacher Salary	\$93,093	\$80,951
Average Principal Salary (Elementary)	\$116,717	\$102,080
Superintendent Salary	\$181,791	\$150,626
Percent of Budget for Teacher Salaries	46.40%	41.40%
Percent of Budget for Administrative Salaries	5.20%	6.10%

IX. Student Performance

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	30.6	15.3

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public Guide](#). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	47	55	48	67	73	74	46	50	54
Mathematics	52	58	51	70	75	74	43	46	56
Science	38	39	50	69	72	50	46	50	55
History-Social Science	0	0	0	0	0	0	36	41	0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Black or African American	42	32	*	
American Indian or Alaska Native	*	*	*	
Asian	79	88	*	
Filipino	65	77	*	
Hispanic or Latino	37	42	30	
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	51	56	60	
Two or More Races	44	38	*	
Economically Disadvantaged	42	44	36	
English Learners	46	53	18	
Students with Disabilities	21	29	*	

**Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	4	5	5
Similar Schools	3	5	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	35	14	-31	756
Black or African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	42	15	-35	708
Native Hawaiian/Pacific Islander	-	-	-	-
White (not Hispanic)	11	61	-48	774
Two or More Races	-	-	-	-
Socioeconomically Disadvantaged	21	24	-32	725
English Learners	36	17	-22	752
Students with Disabilities	-	-	-	-

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	756	877	800
Black or African American	-	793	731
American Indian or Alaska Native	-	-	753
Asian	-	946	910
Filipino	-	899	880
Hispanic or Latino	708	805	752
Native Hawaiian/Pacific Islander	-	-	794
White	774	875	868
Two or More Races	-	877	861
Socioeconomically Disadvantaged	725	805	747
English Learners	752	886	742
Students with Disabilities	-	709	648

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	PI 1	Not In PI
First Year of Program Improvement	Year 1	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Under the leadership of the principal, the school has regularly scheduled staff meetings, as well as Student Study Team meetings on an as-needed basis to ensure the quality of the instructional program for students.

The school uses the District adopted core curriculum, which includes objectives in all curriculum areas. The core curriculum for each subject area is reviewed during the year of the textbook selection for that subject. The District objectives are compared with the State Framework California Content and Performance Standards.

Professional Development

Staff development priority areas are based upon curriculum focuses and District needs. Areas of emphasis are identified each year to align with newly adopted State Standards and State Frameworks. Curriculum revisions are an ongoing process with the major revision of every curriculum area corresponding to the year of the textbook adoption.

Classified employees are encouraged to attend inservices relevant to their specific assignment.

CYPRESS SCHOOL DISTRICT MISSION

The mission of the Cypress School District is to provide a school-community environment which promotes the development of each child's maximum potential by providing a quality staff, low class sizes based on financial conditions, well maintained and safe campuses, opportunities for parent involvement, and a focus on high scholastic standards and positive self-esteem.

CYPRESS SCHOOL DISTRICT VISION

The Cypress School District is focused on universal high achievement that is standards based, with enhanced arts and P.E. programs, using best practices and accessible updated technology, with a long term enrollment plan and valued, involved stakeholders.

CYPRESS SCHOOL DISTRICT

9470 Moody Street, Cypress, CA 90630

(714) 220-6900 - FAX (714) 828-6652

www.cypsd.k12.ca.us

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