

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

For: **Cypress Secondary School**

Address: 3835 Cypress Drive, Suite #103, Petaluma, Ca. 94954 **Phone:** 415-720-9328

Principal: Laura Briggin **Grade Span:** high school – post secondary

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

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

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2017–18)

| | |
|-----------------------|---|
| District Name | Petaluma City Schools District |
| Phone Number | 707-778-4604 |
| Superintendent | Gary Callahan |
| E-mail Address | http://www.petalumacityschools.org/contact.html |
| Web Site | http://www.petalumacityschools.org |

School Contact Information (School Year 2017–18)

| | |
|--|---|
| School Name | Cypress Secondary School |
| Street | 3835 Cypress Drive, Suite 103 |
| City, State, Zip | Petaluma, CA. 94954 |
| Phone Number | 707-766-9990 |
| Principal | Laura Briggan |
| E-mail Address | lbriggan@ucpnb.org |
| Web Site | http://cypress-school.org/ |
| County-District-School (CDS) Code | 49-70862-0115493 |

School Description and Mission Statement (School Year 2017–18)

Cypress School began operation in August 2007 as a non-public school for developmentally disabled children and young adults with autism and similar disabilities. In addition to autism and/or similar disabilities, our children/young adults have moderate to severe developmental disabilities, and intensive behavioral, learning and communication challenges.

Cypress School has effectively supported students whose severe learning and behavior problems preclude their safe learning and/or the safe learning of others in public school special day classes. Positive behavior assessments, supports, and intervention plans have been successfully implemented across classroom and community program activities and updated as needed per student progress. Our student families are involved through planning and updating Individual Education Plans (IEP), consulting with home based activities, and participating in school picnics and parties. By emphasizing individual interests, motivation, and reinforcement strategies, our students are succeeding!

Cypress Secondary School Students ages 13-22 are being served by 20 full time Instructional Aides, Special Education Teachers, a Board Certified Behavior Analyst, Speech and Language Pathologists, and Occupational Therapists. Our students also benefit from consulting services from an Adaptive Technology Specialist, Music, Photography, Dance, and Gardening Teachers, Health Educator, and a Physical Therapist specializing in Hippotherapy (Renaissance Healing and Learning Center).

School Districts include Fairfield/Suisun, Sonoma Valley, San Rafael, Novato, Santa Rosa, Rincon, Cotati/Rohnert Park, Petaluma, Napa Valley, Marin, Alameda, Contra Costa, Antioch, Jefferson Union/San Mateo and Tamalpais.

Building on individual learning strengths and utilizing best practices, multi-disciplinary, and evidence-based methods, Cypress School provides students with assessments to determine learning style, IEP goals, and daily safety and community integration needs. Cypress School individualizes an adapted curriculum designed to help build meaningful skills across a variety of situations and settings in the classrooms and community. Students learn sensory and behavioral regulation, and social skills.

For the 13-22 year olds, community work is provided in grounds keeping, janitorial, clerical services, and kitchen preparation. Informed choice and empowerment guide all services. For the summer session we are working at a grounds keeping job with the California State Parks at Old Adobe Park. Service Learning is provided through student operated organic community garden plots. With staff supports our students plan, plant, water, harvest, and deliver their produce to the Petaluma Kitchen – a local free meal program.

Coordination between the classroom teacher, Designated Instructional Service (DIS) therapists, families, and after-school coordinator is a key element supporting our student's IEP progress throughout the school and extended school year. Transportation DIS services are provided by Cypress School staff – continuing positive behavior supports and reinforcement plans consistent with school plans and providing optimum student safety. Additional Designated Instructional Services are provided per IEP for Counseling. Transition services are provided back to public school and for those moving on to adult services.

Student Enrollment by Grade Level (School Year 2016–17)

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | N/A |
| Grade 1 | N/A |
| Grade 2 | N/A |
| Grade 3 | N/A |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |

| | |
|----------------------------|-----|
| Ungraded Elementary | N/A |
| Grade 9 | N/A |
| Grade 10 | N/A |
| Grade 11 | N/A |
| Grade 12 | N/A |
| Ungraded Secondary | 36 |
| Total Enrollment | 36 |

Student Enrollment by Student Group (School Year 2016–17)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 2% |
| American Indian or Alaska Native | 0 |
| Asian | 6% |
| Filipino | 1% |
| Hispanic or Latino | 15% |
| Native Hawaiian or Pacific Islander | 0 |
| White | 74% |
| Two or More Races | 2% |
| Socioeconomically Disadvantaged | 95% |
| English Learners | 11% |
| Students with Disabilities | 100% |
| Foster Youth | 11.5% |

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

| Teachers | School 2015–16 | School 2016–17 | School 2017–18 | District 2017–18 |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 4 | 4 | 4 | - |
| Without Full Credential | 1 | 1 | 1 | - |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | - |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015–16 | 2016–17 | 2017–18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 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 2017–18)

Year and month in which the data were collected: N/A

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Science | N/A | N/A | N/A |
| History-Social Science | N/A | N/A | N/A |
| Foreign Language | N/A | N/A | N/A |
| Health | N/A | N/A | N/A |
| Visual and Performing Arts | N/A | N/A | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

School Facility Conditions and Planned Improvements

School grounds, building, classrooms, therapy rooms and kitchen are in good shape. There is an ongoing janitorial crew, preventative maintenance program and school wide annual volunteer day in which community members through United Way, re-paint the entire school.

There are no current areas of the safety, cleanliness, and adequacy of the school facility that need addressing

There are no planned or recently completed facility improvements

There are no needed corrective maintenance plans to ensure good repair

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2017

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

Year and month of the most recent FIT report: 2017

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | X | - | - | - |

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

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015–16 | 2016–17 | 2015–16 | 2016–17 | 2015–16 | 2016–17 |
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

CAASPP Test Results in Science for All Students - Grades Five, Eight, and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014–15 | 2015–16 | 2014–15 | 2015–16 | 2014–15 | 2015–16 |
| Science (grades 5, 8, and 10) | -- | -- | -- | -- | -- | -- |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

- *Services are tailored to students' needs based on their strengths, preferences, and interests.*
- *Community-based vocational education and employment to support students to develop a strong work ethic and work-related communication skills*
- *Continuing education and life skills training with a strong emphasis on social communication and sensory regulation*
- *Positive behavior assessments and support plans*
- *Transportation*

Students with developmental disabilities aged 18-22 enrolled in school programs through school districts may be assessed for vocational education and market-wage employment at the following locations:

- *Gone For Good in Fairfield*
- *OADS in Petaluma*
- *Petaluma Recycling Center*
- *WineBev Services in Napa*
- *Employment at community businesses throughout Napa, Solano and Sonoma Counties*

Career Technical Education Participation (School Year 2016–17)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | N/A |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | N/A |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|--|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | N/A |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | N/A |

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

California Physical Fitness Test Results (School Year 2016–17)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | -- | -- | -- |
| 7 | -- | -- | -- |
| 9 | -- | -- | -- |

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2017–18)

Cypress School's focus is on increasing the involvement of all parents, but especially the involvement of parents of at-risk, underachieving, and chronically non-performing students with significant, 24/7 academic and/or behavioral/mental health challenges. Cypress is committed to helping school and community-based professionals work with parents to coordinate and integrate all of the services, supports, and intervention programs being provided.

Among the activities that Cypress School engages in relative to Family Outreach are the following:

- Conducting needs assessments to look at the current and desired state of parent involvement and home-school-community collaboration
- Organizing building staff around collaboration and family involvement/outreach through the school improvement process and plan
- Teaching parents about the school's academic program and how to support students at home relative to their IEP goals.
- Directly training parents to transfer critical adaptive skills and behavioral interventions into the home
- Creating Quarterly Parent Support Forums, to encourage parent participation in school activities and parent access to training and learning materials.

Cypress School Parent Involvement Outcomes for this component:

- Needs Assessments for Parents, Home, Community, and other Stakeholders
- Resource and Asset Mapping for Parents, Home, Community, and Other Stakeholders
- Increasing Parent Involvement - Both at School Events, and At Home in Supporting the Schooling Process
- Parent Training and Involvement in Academic Supports and Positive Home Adaptive Skill Training
- Involving and Aligning Community Social Service, Mental Health, and Related Agencies--especially for Behaviorally Challenging Students

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 |
| Dropout Rate | 0% | 0% | 0% | -- | -- | -- | -- | -- | -- |
| Graduation Rate | 100% | 100% | 100% | -- | -- | -- | -- | -- | -- |

School Safety Plan (School Year 2017–18)

The Cypress School Safety Plan is reviewed annually in January of each year. Last review was January 2017.

The School Safety Planning Committee reviews the site safety plan and makes necessary updates and revisions. The safety plan includes the following components: (Ed Code 35294.2)

1. Child abuse reporting consistent with Penal Code 11164.
2. Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
3. Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
4. A sexual harassment policy pursuant to Education Code 212.6
5. Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
6. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
7. Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Active Shooter
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

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.

Federal Intervention Program (School Year 2017–18)

| Indicator | School | District |
|---|--------|----------|
| Program Improvement Status | -- | -- |
| First Year of Program Improvement | -- | -- |
| Year in Program Improvement | -- | -- |
| Number of Schools Currently in Program Improvement | -- | -- |
| Percent of Schools Currently in Program Improvement | -- | -- |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2014–15 Number of Classes* | | | Avg. Class Size | 2015–16 Number of Classes* | | | Avg. Class Size | 2016–17 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 2 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 4 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 6 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Other | -- | -- | -- | -- | -- | -- | -- | -- | 9 | 4 | -- | -- |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2014–15 Number of Classes* | | | Avg. Class Size | 2015–16 Number of Classes* | | | Avg. Class Size | 2016–17 Number of Classes* | | |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Science | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Social Science | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016–17)

| Title | Number of FTE* | Average Number of Students per Academic Counselor |
|---|----------------|---|
| Academic Counselor | -- | -- |
| Counselor (Social/Behavioral or Career Development) | 1 | N/A |
| Library Media Teacher (Librarian) | -- | N/A |
| Library Media Services Staff (Paraprofessional) | -- | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 1 | N/A |
| Nurse | -- | N/A |
| Speech/Language/Hearing Specialist | 3 | N/A |

| | | |
|---|----|-----|
| Resource Specialist (non-teaching) | -- | N/A |
| Other | 2 | N/A |

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

* 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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$600 | -- | -- | \$55,000 |
| District | N/A | N/A | DPL | DPC |
| Percent Difference – School Site and District | N/A | N/A | DPL | DPL |
| State | N/A | N/A | DPC | DPC |
| Percent Difference – School Site and State | N/A | N/A | DPL | DPL |

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

Types of Services Funded (Fiscal Year 2016–17)

As many of our students have challenges with Sensory Impairments (over-sensitivity and under sensitivity to daily activities), the whole school is involved in supporting environmental and teaching method modifications. To assist our students we have an extra-large OT room with a therapy swing, rock climbing wall and OT toys and adaptive equipment to assist with our students who are confronted by sensory integration challenges. In our second OT room, we have a Lycra squeeze swing, a carpeted barrel and more toys and adaptive activities. The OT's help our students to be better learners by integrating their therapy programs into the classroom, community and home activities.

Many individuals with Autistic Spectrum Disorder have difficulty acquiring spoken language and/or augmentative and alternative communication systems, and all have needs in acquiring appropriate social use of communication. Children may have challenges with joint attention, shared enjoyment, social reciprocity in nonverbal as well as verbal interactions, mutually satisfying play and peer interaction, comprehension of others' intentions, and emotional regulation. The role of the speech pathologist at school is to evaluate the communication skills of students, explore therapeutic interventions that are the most functional and efficient for individuals, and implement therapy that will maximize opportunities for communication.

“Brilliant”, “Natural with students”, “Able to gently push our students to their physical thresholds while simultaneously building their self-confidence” are several phrases that come to mind when thinking of Cypress’s middle school gymnastics class. After warm up the students head out to the main gym floor and each week utilize different equipment and activities, some which are: foam pit, trampolines, rings, rope swing, etc. The students and staff are all very encouraging and supportive of others as they attempt new and challenging activities.

Specialized Yoga classes and dancercise classes. Cypress rents time at a local dance studio that has an entire wall covered in mirrors. This mirrored wall is great for the students to watch themselves dance and see where their bodies are in space. Dance class is a very flexible, adaptable class where students are allowed the space and time to be creative and dance freely.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | DPC | DPC |
| Mid-Range Teacher Salary | DPC | DPC |
| Highest Teacher Salary | DPC | DPC |
| Average Principal Salary (Elementary) | DPC | DPC |
| Average Principal Salary (Middle) | DPC | DPC |
| Average Principal Salary (High) | DPC | DPC |
| Superintendent Salary | DPC | DPC |
| Percent of Budget for Teacher Salaries | DPC | DPC |
| Percent of Budget for Administrative Salaries | DPC | DPC |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016–17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------------------------------|-------------------------------|-----------------------------------|
| Computer Science | -- | N/A |
| English | -- | N/A |
| Fine and Performing Arts | -- | N/A |
| Foreign Language | -- | N/A |
| Mathematics | -- | N/A |
| Science | -- | N/A |
| Social Science | -- | N/A |
| All Courses | -- | -- |

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

* Where there are student course enrollments of at least one student.

Professional Development

Some of the Teacher Trainings include:

- *Teacher Collaboration*
- *Classroom Management*
- *Persistence and Motivation*
- *Positive Behavioral Supports*
- *Antecedent Prevention and Intervention*
- *Individualized Learning*
- *Annual Review and Triennial Review Process*
- *Anxiety Disorders*
- *Auditory Processing Disorder*
- *Autism*

- *Dual Diagnosis*
- *Cognitive Disabilities*
- *Down Syndrome*
- *Emotional Disturbance*
- *Epilepsy*
- *High risk students in the classroom*
- *Red Cross Certified First Aid and CPR*
- *Medication: An overview for Professionals in Special Education*
- *Orthopedic Impairments*
- *Speech Therapy*
- *Occupational Therapy*
- *Transition Planning*

Cypress holds once a month teacher in-service training days where professionals in specific topics are brought in to provide the most current trends, teaching methodologies and therapies available to use in the classroom for students of special needs.

Cypress teachers are supported in the classroom on a daily/weekly basis by speech therapists, occupational therapists, behavioral therapists, vocational therapists, etc. who come by the classrooms and provide individual supports for students and training for the teachers on the specific student and therapy plan to insure consistency.