

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For: **Cypress Primary School**

Address: 3880 Cypress Drive, Petaluma, Ca. 9495 **Phone:** 415-867-2881

Principal: Nate Yates

Grade Span: K – 8th grade

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.
- **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.

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

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Petaluma City Schools District
Phone Number	707-778-4604
Superintendent	Gary Callahan
Email Address	http://www.petalumacityschools.org/contact.html
Website	http://www.petalumacityschools.org

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Cypress Primary School
Street	3880 Cypress Drive
City, State, Zip	Petaluma, CA. 94954
Phone Number	415-867-2881
Principal	Nate Yates
Email Address	nyates@ucpnb.org
Website	http://cypress-school.org
County-District-School (CDS) Code	49-40246-0129353

School Description and Mission Statement (School Year 2019–20)

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 Primary School Students ages 5-14 are being served by 20 full time Instructional Aides, four fully credentialed Special Education Teachers, a Board Certified Behavior Analyst, Speech and Language Pathologists, Orientation and Mobility, Counseling, 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 Hippo therapy.

School Districts include Fairfield/Suisun, Sonoma Valley, San Rafael, Novato, Santa Rosa, Cotati/Rohnert Park, Petaluma, Two Rock Union, Jefferson, Napa Valley Ross Valley, Dixie, Larkspur, Reed Union, San Francisco, Alameda, Contra Costa & San Mateo,

Building on individual learning strengths and utilizing best practices, multi-disciplinary, and evidence-based methods, Cypress Primary 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 functional academics, living skills, vocational, communication, sensory and behavioral regulation, and social skills.

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 Transition services are provided back to public school and for those moving on to adult services.

Student Enrollment by Grade Level (School Year 2018–19)

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	34
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	36

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	3%
American Indian or Alaska Native	0
Asian	7%
Filipino	1%
Hispanic or Latino	15%
Native Hawaiian or Pacific Islander	0
White	72%
Two or More Races	2%
Socioeconomically Disadvantaged	62%
English Learners	10%
Students with Disabilities	100%
Foster Youth	13%
Homeless	0%

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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	4	4	4	-
Without Full Credential		0	1	-
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	-

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: DPL

Subject	Textbooks and Other 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 days in which community members through United Way, re-paint the entire school and make minor repairs to wall surfaces necessary. 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.

*** Cypress Primary School opened in 2014 in a brand new building that had just received a full remodel. Regular janitorial and maintenance/repair is done on a weekly basis.*

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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: DPL

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	NA	NA	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	NA	NA	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.

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not 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	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not 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	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	--	--	--	--	--	--

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.

Career Technical Education (CTE) Programs (School Year 2018–19)

Services are tailored to students' needs based on their strengths, preferences, and interests. • Community-based vocational education and volunteer opportunities to support students to develop a strong sense of community and community 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

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are 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
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2017–18 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 2018–19)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

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)

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	0%	0%	0%
Graduation Rate	--	--	--

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0%	0%	0%	0%	0%	0%
Graduation Rate	--	--	--	--	--	--

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Safety Plan (School Year 2019–20)

The Cypress School Safety Plan is reviewed annually in January of each year. Last review was January 2019.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	-		--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	8	4	-	-

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	8	-4	-	-

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	-8	-4	--	--

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 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.

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

Title	Ratio
Academic Counselors*	N/A

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	-
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	--
Psychologist	-
Social Worker	1
Nurse	--
Speech/Language/Hearing Specialist	-
Resource Specialist (non-teaching)	4
Other	-
	2

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

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 2018–19)

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 dance 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 2017–18)

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 <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018–19)

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

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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***
- ***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 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 to insure consistency.