

# School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

## For Cypress Secondary School

**Address:** 3835 Cypress Drive, Suite #103, Petaluma, Ca.94954 **Phone:**415-867-2881

**Principal:** : Nate Yates

**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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **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 refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2022–23)**

| Entity         | Contact Information   |
|----------------|---|
| District Name  | Petaluma City Schools District  |
| Phone Number   | 707-778-4604  |
| Superintendent | Matthew Harris  |
| Email Address  | <a href="http://www.petalumacityschools.org/contact.html">http://www.petalumacityschools.org/contact.html</a> |
| Website        | <a href="http://www.petalumacityschools.org">http://www.petalumacityschools.org</a>                           |

**Table 2: School Contact Information (School Year 2022–23)**

| Entity                            | Contact Information  |
|-----------------------------------|--|
| School Name                       | Cypress Secondary School   |
| Street                            | 3835 Cypress Drive, Suite 103  |
| City, State, Zip                  | Petaluma, CA. 94954  |
| Phone Number                      | 707-766-9990   |
| Principal                         | Nate Yates   |
| Email Address                     | <a href="mailto:nyates@ucpnb.org">nyates@ucpnb.org</a>   |
| Website                           | <a href="http://cypress-school.org">http://cypress-school.org</a> , <a href="http://www.ucpnb.org">www.ucpnb.org</a> |
| County-District-School (CDS) Code | 49-70862-0115493   |

**Table 3: School Description and Mission Statement (School Year 2022–23)**

Cypress Secondary 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 12-21 are being served by 35 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, Jefferson, Napa Valley, Ross Valley, Larkspur, Reed Union, San Francisco, Alameda, & 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

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | N/A                       |
| <b>Grade 1</b>          | N/A                       |
| <b>Grade 2</b>          | N/A                       |
| <b>Grade 3</b>          | N/A                       |
| <b>Grade 4</b>          | N/A                       |
| <b>Grade 5</b>          | N/A                       |
| <b>Grade 6</b>          | N/A                       |
| <b>Grade 7</b>          | N/A                       |
| <b>Grade 8</b>          | N/A                       |
| <b>Grade 9</b>          | N/A                       |
| <b>Grade 10</b>         | N/A                       |
| <b>Grade 11</b>         | N/A                       |
| <b>Grade 12</b>         | N/A                       |
| <b>Total Enrollment</b> | 43                        |

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

| <b>Student Group</b>                       | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>Female</b>                              | 20.93%                             |
| <b>Male</b>                                | 75%                                |
| <b>Non-Binary</b>                          | 2.32%                              |
| <b>American Indian or Alaska Native</b>    | 11.62%                             |
| <b>Asian</b>                               | 9.30%                              |
| <b>Black or African American</b>           | 6.97                               |
| <b>Filipino</b>                            | 0%                                 |
| <b>Hispanic or Latino</b>                  | 16.27%                             |
| <b>Native Hawaiian or Pacific Islander</b> | 0%                                 |
| <b>Two or More Races</b>                   | 0%                                 |
| <b>White</b>                               | 55.84%                             |
| <b>English Learners</b>                    | 9.20%                              |
| <b>Foster Youth</b>                        | 2.32 %                             |
| <b>Homeless</b>                            | 0%                                 |
| <b>Migrant</b>                             | 0%                                 |
| <b>Socioeconomically Disadvantaged</b>     | 76%                                |
| <b>Students with Disabilities</b>          | 100%                               |

## **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

**Table 6: Teacher Preparation and Placement (School Year 2020–21)**

| <b>Authorization/<br/>Assignment</b>   | <b>School<br/>Number</b> | <b>School<br/>Percent</b> | <b>District<br/>Number</b> | <b>District<br/>Percent</b> | <b>State<br/>Number</b> | <b>State<br/>Percent</b> |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| <b>Fully (Preliminary or Clear)<br/>Credentialed for Subject<br/>and Student Placement<br/>(properly assigned)</b> | 5                        | 100                       | -                          | -                           | -                       | -                        |
| <b>Intern Credential Holders<br/>Properly Assigned</b>   | 0                        | 0                         | -                          | -                           | -                       | -                        |
| <b>Teachers Without<br/>Credentials and<br/>Misassignments<br/>("ineffective" under ESSA)</b>                      | 0                        | 0                         | -                          | -                           | -                       | -                        |
| <b>Credentialed Teachers<br/>Assigned Out-of-Field<br/>("out-of-field" under ESSA)</b>                             | 0                        | 0                         | -                          | -                           | -                       | -                        |
| <b>Unknown</b>   | 0                        | 0                         | -                          | -                           | -                       | -                        |
| <b>Total Teaching Positions</b>  | 5                        | 100                       | -                          | -                           | -                       | -                        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teacher Preparation and Placement (School Year 2021–22)**

| <b>Authorization/<br/>Assignment</b>   | <b>School<br/>Number</b> | <b>School<br/>Percent</b> | <b>District<br/>Number</b> | <b>District<br/>Percent</b> | <b>State<br/>Number</b> | <b>State<br/>Percent</b> |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| <b>Fully (Preliminary or Clear)<br/>Credentialed for Subject<br/>and Student Placement<br/>(properly assigned)</b> | 5                        | 100                       | -                          | -                           | -                       | -                        |
| <b>Intern Credential Holders<br/>Properly Assigned</b>   | 0                        | -                         | -                          | -                           | -                       | -                        |
| <b>Teachers Without<br/>Credentials and<br/>Misassignments<br/>("ineffective" under ESSA)</b>                      | 0                        | -                         | -                          | -                           | -                       | -                        |
| <b>Credentialed Teachers<br/>Assigned Out-of-Field<br/>("out-of-field" under ESSA)</b>                             | 0                        | -                         | -                          | -                           | -                       | -                        |
| <b>Unknown</b>   |                          |                           |                            |                             |                         |                          |
| <b>Total Teaching Positions</b>  | 5                        | 100                       | -                          | -                           | -                       | -                        |

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments  
(considered “ineffective” under ESSA)**

| <b>Authorization/Assignment</b>                              | <b>2020–21<br/>Number</b> | <b>2021–22<br/>Number</b> |
|--|---------------------------|---------------------------|
| <b>Permits and Waivers</b>                                   | 5                         | 5                         |
| <b>Misassignments</b>  | -                         | -                         |
| <b>Vacant Positions</b>                                      | -                         | -                         |
| <b>Total Teachers Without Credentials and Misassignments</b> | -                         | -                         |

**Table 9: Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

| <b>Indicator</b>  | <b>2020–21<br/>Number</b> | <b>2021–22<br/>Number</b> |
|---|---------------------------|---------------------------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | -                         | -                         |
| <b>Local Assignment Options</b>                               | -                         | -                         |
| <b>Total Out-of-Field Teachers</b>                            | -                         | -                         |

**Table 10: Class Assignments**

| <b>Indicator</b>  | <b>2020–21<br/>Percent</b> | <b>2021–22<br/>Percent</b> |
|---|----------------------------|----------------------------|
| <b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>              | -                          | -                          |
| <b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b> | -                          | -                          |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)***Year and month in which the data were collected:* [DPL]

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

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

**Table 12: 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.*



**Table 13: 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:** [DPL]

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                      | X         |           |           |   |
| <b>Interior: Interior Surfaces</b>                                     | X         |           |           |   |
| <b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>       | X         |           |           |   |
| <b>Electrical: Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>                 | X         |           |           |   |
| <b>Safety: Fire Safety, Hazardous Materials</b>                        | X         |           |           |   |
| <b>Structural: Structural Damage, Roofs</b>                            | X         |           |           |   |
| <b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b> | X         |           |           |   |

### Overall Facility Rate

**Year and month of the most recent FIT report:** [DPL]

**Table 14: 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A            | [DPC]          | N/A              | [DPC]            | N/A           | [DPC]         |
| Mathematics (grades 3-8 and 11)                    | N/A            | [DPC]          | N/A              | [DPC]            | N/A           | [DPC]         |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

**Table 16: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

| <b>Student Group</b>                                 | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Female</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Male</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>American Indian or Alaska Native</b>              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Asian</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Black or African American</b>                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Filipino</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Hispanic or Latino</b>                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Two or More Races</b>                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>White</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>English Learners</b>                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Foster Youth</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Homeless</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Military</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Socioeconomically Disadvantaged</b>               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students Receiving Migrant Education Services</b> | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students with Disabilities</b>                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)**

| <b>Student Group</b>                                 | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Female</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Male</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>American Indian or Alaska Native</b>              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Asian</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Black or African American</b>                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Filipino</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Hispanic or Latino</b>                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Two or More Races</b>                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>White</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>English Learners</b>                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Foster Youth</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Homeless</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Military</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Socioeconomically Disadvantaged</b>               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students Receiving Migrant Education Services</b> | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students with Disabilities</b>                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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.

**Table 18: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                                       | <b>School<br/>2020–21</b> | <b>School<br/>2021–22</b> | <b>District<br/>2020–21</b> | <b>District<br/>2021–22</b> | <b>State<br/>2020–21</b> | <b>State<br/>2021–22</b> |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| <b>Science<br/>(grades 5, 8 and<br/>high school)</b> | N/A                       | N/A                       | N/A                         | N/A                         | N/A                      | N/A                      |

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2021–22)**

| <b>Student Group</b>                                 | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Female</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Male</b>  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>American Indian or Alaska Native</b>              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Asian</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Black or African American</b>                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Filipino</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Hispanic or Latino</b>                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Two or More Races</b>                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>White</b>   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>English Learners</b>                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Foster Youth</b>                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Homeless</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Military</b>                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Socioeconomically Disadvantaged</b>               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students Receiving Migrant Education Services</b> | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| <b>Students with Disabilities</b>                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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.

**Table 20: Career Technical Education Programs (School Year 2021–22)****[Narrative provided by the LEA]**

*[Use this space to provide information about Career Technical Education (CTE) programs as follows:*

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

**Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)**

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | [DPC]                     |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | [DPC]                     |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | [DPC]                     |

**Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission          | [DPC]   |
| 2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission | [DPC]   |

**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



**Table 23: California Physical Fitness Test Results (School Year 2021–22)**  
**Percentage of Students Participating in each of the five Fitness Components**

| <b>Grade</b> | <b>Component 1:<br/>Aerobic<br/>Capacity</b> | <b>Component 2:<br/>Abdominal<br/>Strength and<br/>Endurance</b> | <b>Component 3:<br/>Trunk<br/>Extensor and<br/>Strength and<br/>Flexibility</b> | <b>Component 4:<br/>Upper Body<br/>Strength and<br/>Endurance</b> | <b>Component 5:<br/>Flexibility</b> |
|--------------|--|--|---|---|-------------------------------------|
| <b>5</b>     | [DPL]  | [DPL]  | [DPL]   | [DPL]   | [DPL]                               |
| <b>7</b>     | [DPL]  | [DPL]  | [DPL]   | [DPL]   | [DPL]                               |
| <b>9</b>     | [DPL]  | [DPL]  | [DPL]   | [DPL]   | [DPL]                               |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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 regarding the school district and at each school site

**Table 24: Opportunities for Parental Involvement (School Year 2022–23)**

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;
- High school graduation rates; and
- Chronic Absenteeism.

**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator       | School<br>2019–<br>20 | School<br>2020–<br>21 | School<br>2021–<br>22 | District<br>2019–<br>20 | District<br>2020–<br>21 | District<br>2021–<br>22 | State<br>2019–<br>20 | State<br>2020–<br>21 | State<br>2021–<br>22 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Dropout Rate    | 0%                    | 0%                    | 0%                    | 0%                      | 0%                      | 0%                      | 0%                   | 0%                   | 0%                   |
| Graduation Rate | --                    | --                    | --                    | --                      | --                      | --                      | --                   | --                   | --                   |

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2021–22)**

| Student Group                                 | Number of<br>Students in<br>Cohort | Number of<br>Cohort<br>Graduates | Cohort<br>Graduation<br>Rate |
|---|------------------------------------|----------------------------------|------------------------------|
| All Students                                  | N/A                                | N/A                              | N/A                          |
| Female  | N/A                                | N/A                              | N/A                          |
| Male  | N/A                                | N/A                              | N/A                          |
| Non-Binary                                    | N/A                                | N/A                              | N/A                          |
| American Indian or Alaska Native              | N/A                                | N/A                              | N/A                          |
| Asian   | N/A                                | N/A                              | N/A                          |
| Black or African American                     | N/A                                | N/A                              | N/A                          |
| Filipino                                      | N/A                                | N/A                              | N/A                          |
| Hispanic or Latino                            | N/A                                | N/A                              | N/A                          |
| Native Hawaiian or Pacific Islander           | N/A                                | N/A                              | N/A                          |
| Two or More Races                             | N/A                                | N/A                              | N/A                          |
| White   | N/A                                | N/A                              | N/A                          |
| English Learners                              | N/A                                | N/A                              | N/A                          |
| Foster Youth                                  | N/A                                | N/A                              | N/A                          |
| Homeless                                      | N/A                                | N/A                              | N/A                          |
| Socioeconomically Disadvantaged               | N/A                                | N/A                              | N/A                          |
| Students Receiving Migrant Education Services | N/A                                | N/A                              | N/A                          |
| Students with Disabilities                    | N/A                                | N/A                              | N/A                          |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2021–22)**

| <b>Student Group</b>                                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|--|------------------------------|--|----------------------------------|---------------------------------|
| <b>All Students</b>                                  | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Female</b>  | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Male</b>  | N/A                          | N/A  | N/A                              | N/A                             |
| <b>American Indian or Alaska Native</b>              | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Asian</b>   | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Black or African American</b>                     | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Filipino</b>                                      | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Hispanic or Latino</b>                            | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Two or More Races</b>                             | N/A                          | N/A  | N/A                              | N/A                             |
| <b>White</b>   | N/A                          | N/A  | N/A                              | N/A                             |
| <b>English Learners</b>                              | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Foster Youth</b>                                  | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Homeless</b>                                      | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Socioeconomically Disadvantaged</b>               | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Students Receiving Migrant Education Services</b> | N/A                          | N/A  | N/A                              | N/A                             |
| <b>Students with Disabilities</b>                    | N/A                          | N/A  | N/A                              | N/A                             |

### **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.

**Table 28: Suspensions and Expulsions for School Year 2019–20 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate               | School 2019–20 | District 2019–20 | State 2019–20 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> | N/A            | N/A              | N/A           |
| <b>Expulsions</b>  | N/A            | N/A              | N/A           |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

| Rate               | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |
| <b>Expulsions</b>  | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions by Student Group**  
(School Year 2021–22)

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | N/A              | N/A             |
| <b>Female</b>  | N/A              | N/A             |
| <b>Male</b>  | N/A              | N/A             |
| <b>Non-Binary</b>                                    | N/A              | N/A             |
| <b>American Indian or Alaska Native</b>              | N/A              | N/A             |
| <b>Asian</b>   | N/A              | N/A             |
| <b>Black or African American</b>                     | N/A              | N/A             |
| <b>Filipino</b>                                      | N/A              | N/A             |
| <b>Hispanic or Latino</b>                            | N/A              | N/A             |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A              | N/A             |
| <b>Two or More Races</b>                             | N/A              | N/A             |
| <b>White</b>   | N/A              | N/A             |
| <b>English Learners</b>                              | N/A              | N/A             |
| <b>Foster Youth</b>                                  | N/A              | N/A             |
| <b>Homeless</b>                                      | N/A              | N/A             |
| <b>Socioeconomically Disadvantaged</b>               | N/A              | N/A             |
| <b>Students Receiving Migrant Education Services</b> | N/A              | N/A             |
| <b>Students with Disabilities</b>                    | N/A              | N/A             |

**Table 31: School Safety Plan (School Year 2022–23)**

The Cypress School Safety Plan is reviewed annually in January of each year. Last review was January 2021.

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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–20)**

| Grade Level    | Average Class Size |     | Number of Classes*<br>1-20 |     | Number of Classes*<br>21-32 |     | Number of Classes*<br>33+ |     |
|----------------|--------------------|-----|----------------------------|-----|-----------------------------|-----|---------------------------|-----|
|                |                    |     |                            |     |                             |     |                           |     |
| <b>K</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>1</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>2</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>3</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>4</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>5</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>6</b>       | N/A                | N/A | N/A                        | N/A | N/A                         | N/A | N/A                       | N/A |
| <b>Other**</b> |                    |     |                            |     |                             |     |                           |     |

\*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–21)**

| <b>Grade Level</b> | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-20</b> | <b>Number of Classes*<br/>21-32</b> | <b>Number of Classes*<br/>33+</b> |
|--------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <b>K</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>1</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>2</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>3</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>4</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>5</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>6</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>Other**</b>     | N/A                       | N/A                                | N/A                                 | N/A                               |

\*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2021–22)**

| <b>Grade Level</b> | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-20</b> | <b>Number of Classes*<br/>21-32</b> | <b>Number of Classes*<br/>33+</b> |
|--------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <b>K</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>1</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>2</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>3</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>4</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>5</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>6</b>           | N/A                       | N/A                                | N/A                                 | N/A                               |
| <b>Other**</b>     | N/A                       | N/A                                | N/A                                 | N/A                               |

\*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–20)**

| <b>Subject</b>               | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-22</b> | <b>Number of Classes*<br/>23-32</b> | <b>Number of Classes*<br/>33+</b> |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <b>English Language Arts</b> | --                        | --                                 | --                                  | --                                |
| <b>Mathematics</b>           | --                        | --                                 | --                                  | --                                |
| <b>Science</b>               | --                        | --                                 | --                                  | --                                |
| <b>Social Science</b>        | --                        | --                                 | --                                  | --                                |

\*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–21)**

| <b>Subject</b>               | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-22</b> | <b>Number of Classes*<br/>23-32</b> | <b>Number of Classes*<br/>33+</b> |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <b>English Language Arts</b> | --                        | --                                 | --                                  | --                                |
| <b>Mathematics</b>           | --                        | --                                 | --                                  | --                                |
| <b>Science</b>               | --                        | --                                 | --                                  | --                                |
| <b>Social Science</b>        | --                        | --                                 | --                                  | --                                |

\*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.



**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

| Subject               | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | --                 | --                         | --                          | --                        |
| 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.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | [DPC] |

\*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.

**Table 39: Student Support Services Staff (School Year 2021–22)**

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

\*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.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries  
(Fiscal Year 2020–21)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$650                        | N/A                                 | N/A                                   | N/A                    |
| District                                      | N/A                          | N/A                                 | N/A                                   | N/A                    |
| Percent Difference – School Site and District | N/A                          | N/A                                 | N/A                                   | N/A                    |
| State   | N/A                          | N/A                                 | N/A                                   | N/A                    |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | N/A                                   | N/A                    |

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

**Table 41: Types of Services Funded (Fiscal Year 2021–22)**

*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.*

**Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)**

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

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

**Table 43: Advanced Placement (AP) Courses (School Year 2021–22)**

Percent of Students in AP Courses: [DPC]

| Subject                          | Number of AP Courses Offered* |
|----------------------------------|-------------------------------|
| 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                           |
| <b>Total AP Courses Offered*</b> | N/A                           |

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

**Table 44: Professional Development**

| Measure   | 2020–21 | 2021–22 | 2022–23 |
|---|---------|---------|---------|
| 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.*