

Cypress High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Cypress High School
Street	9801 Valley View Street
City, State, Zip	Cypress, CA 90630-3923
Phone Number	(714) 220-4144
Principal	Jodie Wales, Ed.D.
E-mail Address	wales_j@auhsd.us
CDS Code	30664313030038

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Vision and Purpose:

Cypress High school serves students in grades 9-12, and offers a secondary educational program that focuses on a rigorous academic course of study to prepare students for post-secondary education, as well as providing students with a rich array of career-planning opportunities.

School Mission Statement:

The mission of Cypress High School is to foster a safe, positive learning environment that enables students to achieve their potential in an atmosphere that promotes responsible citizenship and an appreciation of individual differences. The climate of the Cypress High School community is founded upon academic excellence and high expectations.

Student Learning Outcomes:

Upon graduation, Cypress High School students are expected to demonstrate:

- 1) That as part of the Partnership for the 21st Century, students are College and Career Ready, knowledgeable in technology, career pathways, and the "Essential Skills" needed for the preparation for the work place.
- 2) Experiences in "Career-Planning"
- 3) Model the ability to use "Critical Thinking Skills" through collaboration, creativity, project-based learning, analyzing written and verbal communication and synthesizing ideas in oral and written response.
- 4) Experiences that facilitate an interest in "Life-long Learning" and "Leadership Opportunities"

General Information:

Cypress High School is a comprehensive campus for grades 9-12 with a current enrollment of approximately 2670 students. Cypress High School is committed to preparing all students for college and career readiness as part of our Partnership for the 21st Century utilizing collaboration, verbal and written communication, creativity, and application of learning or project-based assessments as part of all students' academic/classroom experience. The school maintains a rigorous academic focus, in which the State Common Core Standards are the curriculum, with an emphasis on preparing students for the college arena. Cypress High is among the top performing schools academically in the state. Academic achievement is ranked in the top decile for schools statewide and in 100 similar schools. Cypress High offers a wide variety of career-technical electives, which support the Career Pathways Program, visual and performing arts programs, athletic programs, and advanced placement and honors-level courses to enhance students preparation for college entrance. Cypress High School maintains high expectations for student behavior and academic progress.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, the School Site Council (SSC), and special committees including the English Learner Advisory Committee (ELAC). Parents are invited to attend a variety of informational nights throughout the year to learn about topics such as freshman orientation, scholarships, college financial aide and parenting strategies. Parents have the opportunity to communicate with teachers on a daily basis through the use of academic planners which are required for all students. Parents may access their students' academic, attendance and behavioral information using the Aeries student database parent-portal. Information regarding school activities, events, and counseling services are posted on the school website at cypress.auhsd.us. Parents are encouraged and expected to be part of their student's education, and are welcome to meet with staff members to improve the learning experiences for their students.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	78	81	79	49	54	52	54	56	55
Mathematics	61	68	64	35	37	35	49	50	50
Science	79	79	78	58	64	62	57	60	59
History-Social Science	78	77	78	49	51	50	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	79	64	79	78
Male	77	64	80	82
Female	81	63	77	73
Black or African American	74	49	83	83
American Indian or Alaska Native				
Asian	90	85	89	88
Filipino	82	71	90	83
Hispanic or Latino	67	48	72	65
Native Hawaiian/Pacific Islander				
White	76	57	74	75
Two or More Races	82	62	68	82
Socioeconomically Disadvantaged	70	56	70	69
English Learners	36	55	32	29
Students with Disabilities	32	37	48	23
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	82	78	78	58	53	55	59	56	57
Mathematics	81	81	82	55	58	57	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	22	33	43	34	23
All Students at the School	22	22	56	18	37	46
Male	26	23	50	16	37	47
Female	18	20	62	19	37	44
Black or African American	29	10	62	19	52	29
American Indian or Alaska Native						
Asian	10	11	78	4	14	82
Filipino	13	28	60	10	35	55
Hispanic or Latino	30	31	38	29	49	22
Native Hawaiian/Pacific Islander						
White	24	25	51	20	44	36
Two or More Races	38	11	51	30	43	27
Socioeconomically Disadvantaged	34	23	43	23	41	36
English Learners	87	13		37	43	20
Students with Disabilities	83	15	2	76	22	2
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.7	33.0	21.6

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	9	10	10

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	15	14	-7
Black or African American			
American Indian or Alaska Native			
Asian	17	10	3
Filipino		22	-6
Hispanic or Latino	5	33	-11
Native Hawaiian/Pacific Islander			
White	19	8	-18
Two or More Races			
Socioeconomically Disadvantaged	11	26	-11
English Learners	23	19	-15
Students with Disabilities	-4	25	-18

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,981	899	25,373	777	4,655,989	790
Black or African American	70	874	665	752	296,463	708
American Indian or Alaska Native	8		132	759	30,394	743
Asian	571	951	3,111	927	406,527	906
Filipino	124	924	1,030	882	121,054	867
Hispanic or Latino	443	854	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	7		176	793	25,351	774
White	617	882	3,035	819	1,200,127	853
Two or More Races	141	892	853	804	125,025	824
Socioeconomically Disadvantaged	620	868	18,299	746	2,774,640	743
English Learners	278	848	10,907	685	1,482,316	721
Students with Disabilities	150	644	2,547	554	527,476	615

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	687
Grade 10	710
Grade 11	661
Grade 12	608
Total Enrollment	2,666

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.9	White	32.3
American Indian or Alaska Native	0.3	Two or More Races	7.4
Asian	28.7	Socioeconomically Disadvantaged	27.8
Filipino	5.7	English Learners	13.4
Hispanic or Latino	21.2	Students with Disabilities	6.2
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	39.3	7	2	56	34.5	14	1	60	28	17	8	64
Mathematics	42.4	0	1	59	37.2	4	2	61	31	11	16	55
Science	41.2	2	2	49	40.6	1	1	54	35	3	7	58
Social Science	50.3	0	1	38	45.5	4	2	40	32	10	4	50

Note: 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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan is reviewed and updated annually by the school safety administrator. The School Safety Plan is discussed with site staff members at the beginning of the school year. Regular emergency drills allow staff and students to practice procedures in case of a fire, earthquake or other disaster at the school. The school's administrative staff works closely with the Cypress Police Department to review current safety needs. The school implements a variety of proactive programs that facilitate a safe campus including Red Ribbon Week and Every 15 Minutes. The School Safety Plan was last updated in 2013.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.51	0.53	0.69	9.85	4.55	3.2
Expulsions	0.12	0.04	0.18	1.02	0.52	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Cypress High School opened in 1973. The 39.7 acre site includes 70 regular classrooms. Additionally, there are seven specialized rooms for classes in culinary arts, choral music, instrumental music, dance, pre-school, and two weight conditioning rooms for athletics. There are 15 newly modernized classroom labs, ten for science, and five for computer technology. The site also includes a cafeteria, a library/media center which houses two additional computer labs, an auditorium, two gymnasiums, a pool facility and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Modernization/new construction: The Cypress High School project is completed. The campus now has 16 new classrooms, a new practice gym, new student and staff parking. Modernization included 9 campus buildings encompassing 72 classrooms. The estimated budget for the project was \$26.2 million.

The most recent site inspection was completed on November 13, 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Water pipe in Mechanical Room needs strapped down. Thermostat cover in Room 305 is broken.
Interior: Interior Surfaces	[]	[X]	[]	Need drywall repair by service sink in Room 107. Two sinks are backing up in Room 207. Several broken ceiling tiles in various areas. Baseboard is loose in Room 305.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Lights in restroom by Room 108 are not working. Replace ballasts in Rooms 103 & 107. Breaker box in Room 326 needs safety locks installed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Ceiling tile in Men's Restroom in Counseling Center needs replacing.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Men's & Women's Restroom doors in Theater are hard to open. Repair door lock in Room 101.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	89	88	92	92
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments	3	2	8
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	666
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2008

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of studentsAll students are able to access standards-based, district-adopted textbooks in core academic courses.

This information was collected in October 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Course appropriate, standards-based texbooks were chosen for each science course. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. Course appropriate standards-based textbooks were chosen for each social science course. Students have access to classrooms sets of textbooks..	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. Course appropriate standards-based textbooks were chosen for each foriegn language course. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. Students currently share classroom sets of textbooks.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	All science labs at Cypress High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,772	\$1,164	\$4,607	\$83,027
District	---	---	\$5,824	\$83,851
Percent Difference: School Site and District	---	---	-20.9	-1.0
State	---	---	\$5,537	\$71,584
Percent Difference: School Site and State	---	---	-16.8	16.0

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Cypress High School receives funding for the following programs: English learners (EIA-LEP), Special Education, Carl Perkins grants, and Title II for professional development. These programs support additional academic support for English Learners, Career and Technical Education pathway programs, and ongoing professional development for Cypress High School staff members.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,407	\$42,865
Mid-Range Teacher Salary	\$86,266	\$69,484
Highest Teacher Salary	\$99,147	\$89,290
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$123,886	\$119,946
Average Principal Salary (High)	\$136,711	\$128,378
Superintendent Salary	\$244,008	\$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	4.40	4.90	2.50	10.20	13.10	12.10	16.60	14.70	13.10
Graduation Rate	96.85	94.22	95.76	88.68	82.11	82.46	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	569	4,553	418,598
Black or African American	19	140	28,078
American Indian or Alaska Native	1	3	3,123
Asian	177	674	41,700
Filipino	27	201	12,745
Hispanic or Latino	109	2646	193,516
Native Hawaiian/Pacific Islander	3	49	2,585
White	199	707	127,801
Two or More Races	34	132	6,790
Socioeconomically Disadvantaged	130	2783	217,915
English Learners	80	1556	93,297
Students with Disabilities	37	325	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Cypress High School has 10 career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2012-13 school year courses were offered in the following career industries: Arts, Media & Entertainment; Education, Child Development, and Family Services; Business & Finance; Health Science & Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Marketing, Sales, and Service; and Public Services.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	484
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	49.4

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	6	---
Foreign Language	5	---
Mathematics	4	---
Science	4	---
Social Science	6	---
All courses	27	7.2

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences provide a variety of opportunities for professional development, which teachers participate in to enhance their content knowledge and instructional skills. Staff development is based on the goals of the Single Plan for Student Achievement. The major focus areas include designing a rigorous academic program for all students, teacher collaboration to improve the academic program, providing support for high-risk or struggling students, increasing parent involvement and providing a safe school campus.

The school staff collaborates on staff development days (two per year) and on late-start days (one time weekly) to improve their knowledge of research-based instructional strategies to deliver the state curriculum at a rigorous level to prepare students for college and career readiness. Teachers work together in Professional Learning Communities (PLCs) developing new Common Core curriculum and common assessments. Teachers analyze the student assessment results in PLCs in order to target instruction to better meet the individual needs of students and to more effectively drive instruction. Lesson Design Specialist (LDS) shares instructional practice ideas on daily basis through informal group discussions and Internet site sharing, in addition to formal presentations for site-wide professional development. Teacher led Learning Walks are practiced during the year to increase teacher awareness of best practices in the classroom. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective curriculum and instruction.