Cypress High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	www.auhsd.us/cypress
CDS Code	30664313030038

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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 2690 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	670
Grade 10	688
Grade 11	682
Grade 12	647
Total Enrollment	2,687

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.4
Asian	28.3
Filipino	6.4
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.5
White	29.1
Two or More Races	8.3
Socioeconomically Disadvantaged	33.1
English Learners	5.3
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	**2013-14**	**2014-15**	**2014-15**
With Full Credential	92	95	99	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	8	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	2	2	4
Total Teacher Misassignments *	2	8	2
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cypress High School opened in 1973. The 39.7 acre site includes 70 regular classrooms. Addtionally, 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 are15 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 October 30, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 30, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 30, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	79	79	78	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	78
Male	77
Female	79
Black or African American	56
American Indian or Alaska Native	
Asian	88
Filipino	79
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	76
Two or More Races	84
Socioeconomically Disadvantaged	77
English Learners	44
Students with Disabilities	32
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	78	77	78	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	-17
Two or More Races			
Socioeconomically Disadvantaged	11	26	-16
English Learners	23	19	-15
Students with Disabilities	-4	25	-11

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.

Career Technical Education Programs (School Year 2013-14)

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 2013-14 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 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	649
% of pupils completing a CTE program and earning a high school diploma	97.67%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	76.82
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	52.98

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

	Percent of Students Scoring at Proficient or Advanced								
Subject	**School**			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	78	78	73	53	55	46	56	57	56
Mathematics	81	82	78	58	57	51	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

	English-Language Arts			Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	49	23	28	43	34	23
All Students at the School	27	23	49	22	33	45
Male	34	25	41	21	34	45
Female	21	22	57	22	33	45
Black or African American	52	19	29	45	35	19
American Indian or Alaska Native						
Asian	16	17	67	6	20	75
Filipino	24	24	52	24	27	48
Hispanic or Latino	32	26	42	34	37	29
Native Hawaiian or Pacific Islander						
White	34	26	41	25	41	34
Two or More Races	20	31	49	20	41	39
Socioeconomically Disadvantaged	37	26	37	29	41	30
English Learners	80	16	4	40	29	31
Students with Disabilities	83	9	9	71	20	9
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	25.9	24.8	11.1

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 and are also communicated via Black Board and Naviance. 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.

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	4.9	2.5	4.3	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	94.22	95.76	93.26	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	93.75	84.19	84.56
Black or African American	82.76	82.48	75.90
American Indian or Alaska Native	200.00	88.89	77.82
Asian	98.31	95.77	92.94
Filipino	92.00	95.24	92.20
Hispanic or Latino	89.80	79.58	80.83
Native Hawaiian/Pacific Islander	100.00	86.36	84.06
White	92.73	89.89	90.15
Two or More Races	96.08	89.10	89.03
Socioeconomically Disadvantaged	95.86	87.67	82.58
English Learners	63.16	52.83	53.68
Students with Disabilities	52.08	59.15	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.1	1.1	.55	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.2	.10	0.0	0.2	0.1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 2014.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	34.5	14	1	60	31	17	8	64	30	21	2	69
Mathematics	37.2	4	2	61	31	11	16	55	32	8	8	64
Science	40.6	1	1	54	35	3	7	58	34	5	6	59
Social Science	45.5	4	2	40	32	10	4	50	33	9	2	53

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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	672
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	1.3	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,765	$1,974	$5,790	$86,040
District	---	---	$1,852	$85,155
Percent Difference: School Site and District	---	---	212.6	1.0
State	---	---	$4,690	$72,276
Percent Difference: School Site and State	---	---	23.5	19.0

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,150	$42,957
Mid-Range Teacher Salary	$85,797	$69,613
Highest Teacher Salary	$98,662	$89,407
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$126,652	$120,526
Average Principal Salary (High)	$136,840	$129,506
Superintendent Salary	$243,016	$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	12	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	7	---
Science	9	---
Social Science	11	---
All courses	41	0.8

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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 a 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. A math coach and a technology coach are available to help teachers who are struggling with new curriculum and innovations. 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.