Cypress High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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	http://cypress.auhsd.us/
Grades Served	9-12
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 Learner Outcomes:
COMMUNICATION
Acquire the skills to read, write, and communicate effectively in English
Develop the ability to speak clearly and listen actively
Apply computations and mathematical operations accurately
Write across the curriculum using appropriate academic vocabulary

CRITICAL THINKING
Demonstrate a proficiency in critical analysis
Evaluate on an objective level of understanding
Apply complex problem solving processes to everyday life and persevere in solving them
Increase competency in the use of technology

COLLABORATION
Participate in academic and vocational units and use strategies leading to career pathway programs and/or higher education
Formulate and implement an educational/career plan that includes participation in curricular and co-curricular programs
Focus upon behavior accountability in an atmosphere conducive to mutual respect, individual growth, and personal safety
Work within a group effectively and cooperatively

CREATIVITY
Engage in activities promoting physical, mental, and emotional well-being
Cultivate an appreciation and knowledge of the arts
Create a desire to be a life-long learner
Reason abstractly and quantitatively

Educational Highlights:
Cypress High School is a comprehensive campus for grades 9-12 with a current enrollment of approximately 2737 students. Cypress High School is also a California Distinguished School that is committed to preparing all students for college and career readiness, and as part of our Partnership for the 21st Century, students are 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 all curricula are closely aligned with California State Standards, 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.

Cypress High School offers a wide array of courses, which meet University of California A-G requirements. Forty-four Advanced Placement (AP) courses are offered; and, all students are expected to enroll in A-G coursework minimally through the 10th grade. From the Graduating Class of 2014, 56.4% percent of graduating seniors completed University of California A-G admission requirements.

Opportunities for visual and performing arts include band, orchestra, theatre, dance, drawing and painting, digital photography, and Advanced Placement Studio Art. Foreign language is offered in Spanish and French including Spanish for Spanish speakers, AP Spanish Language, and American Sign Language. Career Technical Education (CTE) Pathways include: Design Visual and Media Arts, Media Production, Child Development, Financial Services, Patient Care, Information Support and Services, Software and Systems Development, and Food Services and Hospitality. Regional Occupational Program (ROP) classes in Child Development, Child Care, Legal Law, Floral Design, and American Sign Language are offered on campus during the regular school day. A ROP EMR/EMT program is offered after school.

Support classes to help close the achievement gap include English for Academic Purposes, and special education collaboration classes in ELA, Algebra, Geometry, Biology, Earth Science, Government, Economics, World History, and U.S. History. After-school peer tutoring is provided one day per week by the California Scholarship Federation.

Cypress High School extra-curricular activities include 51 student clubs and 43 athletic teams.

Demographic Information:
Cypress High School, located in Cypress, California, serves 2,747 students, in which 33% participate in the Free and Reduced Meal Program, 5.4% are English Learners, and 2.5% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 27.4% Hispanic; 26.5% White; 36.5% Asian; 2.5% African American; 1.4% American Indian/Alaskan, and 0.7% Pacific Islander, and 5% multiple ethnicities.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	716
Grade 10	661
Grade 11	679
Grade 12	681
Total Enrollment	2,737

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.6
Asian	29.2
Filipino	6.5
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.5
White	27.2
Two or More Races	8.1
Socioeconomically Disadvantaged	35.9
English Learners	5.7
Students with Disabilities	8.1
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	87	95	96	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	8	2	3	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	4	4
Total Teacher Misassignments *	8	2	7
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.6	1.4
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

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 in-depth 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 2015.

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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. 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 are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. 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

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 recently 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 September 17, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 17, 2015				
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		Repairs made to ceiling tiles in Room 213. Repairs made to baseboards in rooms 305 and 306.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Repairs made to loose electrical outlets in room 218.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repairs made to storage room in room 318. Repairs made to windows in Rooms 404-412.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 17, 2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	84	44	44
Mathematics	55	28	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	650	638	98.2	4	12	37	47
Male	11		304	46.8	7	18	38	38
Female	11		334	51.4	1	7	36	56
Black or African American	11		26	4.0	19	15	46	19
American Indian or Alaska Native	11		3	0.5	--	--	--	--
Asian	11		199	30.6	1	7	30	63
Filipino	11		36	5.5	0	11	28	61
Hispanic or Latino	11		151	23.2	7	15	46	33
Native Hawaiian or Pacific Islander	11		3	0.5	--	--	--	--
White	11		161	24.8	4	14	39	43
Two or More Races	11		59	9.1	2	14	37	47
Socioeconomically Disadvantaged	11		206	31.7	6	12	43	39
English Learners	11		19	2.9	11	53	37	0
Students with Disabilities	11		48	7.4	35	33	25	6
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	650	639	98.3	22	22	29	26
Male	11		305	46.9	25	23	26	26
Female	11		334	51.4	20	22	32	26

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11	26	4.0	46	27	23	4	
American Indian or Alaska Native	11	3	0.5	--	--	--	--	
Asian	11	200	30.8	9	9	30	52	
Filipino	11	36	5.5	17	14	39	31	
Hispanic or Latino	11	151	23.2	33	30	25	12	
Native Hawaiian or Pacific Islander	11	3	0.5	--	--	--	--	
White	11	161	24.8	28	29	31	12	
Two or More Races	11	59	9.1	17	31	31	20	
Socioeconomically Disadvantaged	11	206	31.7	31	23	26	20	
English Learners	11	20	3.1	65	10	20	5	
Students with Disabilities	11	48	7.4	77	15	2	4	
Foster Youth	11	--	--	--	--	--	--	

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77	77	70	61	61	56	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	70
Male	74
Female	66
Black or African American	44
American Indian or Alaska Native	--
Asian	83
Filipino	86
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	--
White	68
Two or More Races	60
Socioeconomically Disadvantaged	19
English Learners	15
Students with Disabilities	61
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

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 2014-15 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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	649
% of pupils completing a CTE program and earning a high school diploma	95.21%
% 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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.87
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	57.1

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	78	73	74	55	46	49	57	56	58
Mathematics	82	78	74	57	51	49	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	26	27	47	26	39	35
Male	30	27	43	25	36	39
Female	21	28	51	27	42	31
Black or African American	21	52	28	48	34	17
Asian	15	18	67	4	28	69
Filipino	13	23	65	15	48	38
Hispanic or Latino	36	31	33	45	36	18
White	32	28	40	31	47	23
Two or More Races	32	31	36	36	45	19
Socioeconomically Disadvantaged	34	27	39	32	36	31
English Learners	89	11		50	42	8
Students with Disabilities	85	6	9	79	12	9

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.60	33.40	13.80

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, email, and phone calls. 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.50	4.30	3.00	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	95.76	93.26	95.58	82.48	84.34	84.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	94.74	84.11	84.6
Black or African American	95.65	82.8	76
American Indian or Alaska Native	100	88.89	78.07
Asian	96.88	93.83	92.62
Filipino	98.08	97.03	96.49
Hispanic or Latino	92.65	81.33	81.28
Native Hawaiian/Pacific Islander	100	76.92	83.58
White	94.47	85.53	89.93
Two or More Races	77.78	70	82.8
Socioeconomically Disadvantaged	62.07	58.25	61.28
English Learners	45.83	54.13	50.76
Students with Disabilities	92.86	82	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.13	1.49	2.22	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.18	0.18	0.00	0.20	0.13	0.02	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	31	17	8	64	30	21	2	69	31	18	5	68
Mathematics	31	11	16	55	32	8	8	64	33	5	11	61
Science	35	3	7	58	34	5	6	59	35	2	11	55
Social Science	32	10	4	50	33	9	2	53	32	6	10	49

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	672
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,032	$1,939	$6,093	$87,286
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-21.3	-1.2
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	13.9	16.5

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

Types of Services Funded (Fiscal Year 2014-15)

Cypress High School receives funding for the following programs: English learners, 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	8	N/A
Science	12	N/A
Social Science	11	N/A
All courses	45	1.0

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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.