

Cypress High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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/
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 (School Year 2017-18)

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, which promotes responsible citizenship and an appreciation of individual differences. The climate of the Cypress High School community is founded on 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 2877 students. Cypress High School is also a Gold Ribbon and 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 academically performing schools in the state. Academic achievement is ranked in the top decile for schools statewide and in 100 similar schools. Cypress High School offers a wide variety of 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. Nineteen Advanced Placement (AP) courses are offered (in 49 sections); and, all students are expected to enroll in A-G coursework. From the Graduating Class of 2017, 61.3% percent of graduating seniors completed University of California A-G admission requirements.

Opportunities for visual and performing arts include band, orchestra, dance, drawing and painting, digital photography, and Advanced Placement Studio Art. World languages are offered in Spanish (including Spanish for Spanish speakers), French and American Sign Language. Career Technical Education (CTE) Pathways include: Design Visual and Media Arts, Media Production, Child Development, Patient Care, Information Support and Services, Software and Systems Development, and Food Services and Hospitality. Regional Occupational Program (ROP) classes in Child Development, Patient Care, Child Care, Public Safety, and Legal Professions are offered on campus during the regular school day. Various other ROP programs are offered to students after school as well. Additionally, Cypress College has partnered with the AUHSD to offer Dual Enrollment for students in Cyber Security Pathway, Theater Arts, and Court Reporting.

Support classes to help close the achievement gap include 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 two days per week by the California Scholarship Federation with teacher supervision and support.

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

Demographic Information:

Cypress High School, located in Cypress, California, serves 2,877 students, in which 34% participate in the Free and Reduced Meal Program, and 5.5% are English Learners. The demographic profile also indicates the following regarding student subgroups: 30% Hispanic, 25% White, 32% Asian, 4% African American, 0.7% Native American, 0.6% Pacific Islander, and 7.2% multiple ethnicities.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	698
Grade 10	718
Grade 11	686
Grade 12	633
Ungraded Secondary	20
Total Enrollment	2,755

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.6
Asian	30.1
Filipino	7
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.4
White	24.6
Two or More Races	6.5
Socioeconomically Disadvantaged	30.5
English Learners	6.6
Students with Disabilities	8.3
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	96	99	101	1199
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	3	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	7	1	0
Vacant Teacher Positions	0	0	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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 students.

This information was collected in September 2017.

Subject	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. 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. 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 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 most recent Cypress High School project, about 7 years ago, yielded 16 additional classrooms, a practice gym, and additional student and staff parking. Modernization also included 9 campus buildings, and encompassed 72 classrooms.

The most recent site inspection was completed on September 18, 2017.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 18, 2017				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cracked concrete at swimming pool. Swimming pool shell to be replaced in Measure H modernization project. Brick wall by entrance to boys' locker room needs bricks replaced. Deficiencies are included in the ongoing District Project List.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 18, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	82	47	46	48	48
Mathematics (grades 3-8 and 11)	47	50	29	28	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	677	672	99.26	82.41
Male	347	343	98.85	76.9
Female	330	329	99.7	88.15
Black or African American	21	21	100	71.43
American Indian or Alaska Native	--	--	--	--
Asian	229	225	98.25	88.44
Filipino	45	45	100	93.33
Hispanic or Latino	174	174	100	75.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	164	100	79.75
Two or More Races	32	31	96.88	87.1
Socioeconomically Disadvantaged	238	237	99.58	77.12
English Learners	77	73	94.81	45.21
Students with Disabilities	48	48	100	27.66

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	677	675	99.7	50.15
Male	347	346	99.71	51.59
Female	330	329	99.7	48.63
Black or African American	21	21	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	229	229	100	72.93
Filipino	45	45	100	66.67
Hispanic or Latino	174	173	99.43	34.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	164	100	35.98
Two or More Races	32	31	96.88	51.61
Socioeconomically Disadvantaged	238	237	99.58	39.83
English Learners	77	77	100	27.27
Students with Disabilities	48	48	100	10.64

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	70	67	56	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Cypress High School has nine career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2016-17 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.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	153
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	61.05

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.3	34.1	21.9

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are actively involved in the school through Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, School Site Council (SSC), English Learner Advisory Committee (ELAC), and other special committees. Parents are invited to attend a variety of informational nights throughout the year to learn about topics such as freshman orientation, scholarships, college financial aid, and parenting strategies. Parents are invited to participate in Parent Learning Walks on campus, including specific language-based learning walks for those parents who are English, Spanish, Korean and Arabic speakers. Parents have the opportunity to communicate with teachers on a daily basis through the use of academic planners (required for all students), email, and phone calls. Parents may access their students' academic, attendance and behavioral information using the Aeries and Haiku student database parent-portals. Information regarding school activities, events, and counseling services are posted on the school website at cypress.auhsd.us and are also communicated via Aeries Loop and California Colleges. Parents are encouraged and expected to be part of their student's education and 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3	1.4	1.5	8.6	7.3	6.3	11.5	10.7	9.7
Graduation Rate	95.58	96.81	97.7	84.81	87.31	88.61	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	99.54	88.18	87.11
Black or African American	96.15	91.37	79.19
American Indian or Alaska Native	100	68.75	80.17
Asian	100	99.39	94.42
Filipino	97.37	95.5	93.76
Hispanic or Latino	97.32	84.98	84.58
Native Hawaiian/Pacific Islander	100	97.3	86.57
White	99.4	89.27	90.99
Two or More Races	100	91.11	90.59
Socioeconomically Disadvantaged	100	93.74	85.45
English Learners	59.09	59.37	55.44
Students with Disabilities	90.2	70.29	63.9
Foster Youth	33.33	63.16	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.2	3.1	2.9	5.4	5.6	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

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.

Federal Intervention Program (School Year 2017-18)

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	13
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	18	5	68	31	18	7	66	31	17	11	63
Mathematics	33	5	11	61	32	9	13	51	28	9	6	19
Science	35	2	11	55	35	2	14	48	36	3	4	58
Social Science	32	6	10	49	35	3	8	51	34	4	5	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	551
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	0	N/A
Other	1.67	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,938	\$2,701	\$7,236	\$93,971
District	N/A	N/A	\$8,163	\$93,131
Percent Difference: School Site and District	N/A	N/A	-12.0	0.9
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	9.6	12.7

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

Types of Services Funded (Fiscal Year 2016-17)

Cypress High School receives funding for the following programs: English learners, Special Education, Carl Perkins grants, Title II Professional Development, and Local Control Funding Formula (LCFF). 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,221
Mid-Range Teacher Salary	\$93,402	\$83,072
Highest Teacher Salary	\$110,430	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,289	\$128,094
Average Principal Salary (High)	\$148,732	\$146,114
Superintendent Salary	\$260,000	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	3	N/A
All courses	15	25

Cells with N/A values do not require data.

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

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 learning, 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 Coach (LDC) 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.