

Cypress High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2012-13)

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	Ben Carpenter, Ed.D.
E-mail Address	carpenter_b@auhsd.us
CDS Code	30664313030038

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

School Description and Mission Statement (School Year 2011-12)

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

Vision and Purpose:

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

School Mission Statement:

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

Student Learning Outcomes:

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

- 1) Knowledge of "Essential Skills"
- 2) The ability to use "Critical Thinking Skills"
- 3) Experiences in "Career-Planning"
- 4) Experiences that facilitate an interest in "Life-long Learning"

General Information:

Cypress High School is a comprehensive campus for grades 9-12 with a current enrollment of approximately 2670 students. The school maintains a rigorous academic focus, in which the State Standards are the curriculum, with an emphasis on preparing students for college. 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, visual and performing arts programs, athletic programs, and advanced placement and honors-level courses to enhance students preparation for college entrance. Cypress High School maintains high expectations for student behavior and academic progress.

Opportunities for Parental Involvement (School Year 2011-12)

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

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, the School Site Council, 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 aid and parenting strategies. Parents have the opportunity to communicate with teachers on a daily basis through the use of academic planners which are required for all students. Parents may access their students' academic, attendance and behavioral information using the Aeries student database parent-portal. Information regarding school activities, events, and counseling services are posted on the school website at cypress.auhsd.us. Parents are encouraged and expected to be part of their student's education, and are welcome to meet with staff members to improve the learning experiences for their students.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	728
Grade 10	687
Grade 11	624
Grade 12	605
Total Enrollment	2,644

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.7	White	34.2
American Indian or Alaska Native	0.3	Two or More Races	5.1
Asian	28.7	Socioeconomically Disadvantaged	27.8
Filipino	5.6	English Learners	15.3
Hispanic or Latino	21.9	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	34.8	4	18	47	39.3	7	2	56	34.5	14	1	60
Mathematics	37	2	16	43	42.4	0	1	59	37.2	4	2	61
Science	37.2	0	12	44	41.2	2	2	49	40.6	1	1	54
Social Science	35.7	0	10	36	50.3	0	1	38	45.5	4	2	40

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

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

The School Safety Plan is reviewed and updated annually by the school safety administrator. The School Safety Plan is discussed with site staff members at the beginning of the school year. Regular emergency drills allow staff and students to practice procedures in case of a fire, earthquake or other disaster at the school. The school's administrative staff works closely with the Cypress Police Department to review current safety needs. The school implements a variety of proactive programs that facilitate a safe campus including Red Ribbon Week and Every 15 Minutes. The School Safety Plan was last updated in 2011.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.91	0.51	0.53	12.3	10.01	4.55
Expulsions	0.91	0.12	0.04	0.97	0.70	0.52

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

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

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

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

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

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

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

The most recent site inspection was completed on December 11, 2012.

School Facility Good Repair Status (School Year 2012-13)

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Several stained ceiling tiles in Rooms 301-326.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Trees and vines on fencing need trimming.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	87	89	88	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	8	4	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	3	3	2
Total Teacher Misassignments	3	3	2
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	661
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

Year and month in which data were collected: July 2008

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given 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. All 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	ELA Textbooks were adopted in 2002-03. Students have access to classroom sets of the core text: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British).	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 textbooks were chosen for each science course. There is one textbook available per student.	Yes	0

Core Curriculum Area	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 were adopted in 2003-04. Course appropriate standards-based textbooks were chosen for each foreign 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 class sets of course appropriate textbooks available.	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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,849	990	\$4,859	\$83,153
District	---	---	\$5,475	\$81,535
Percent Difference: School Site and District	---	---	-11.24%	1.98
State	---	---	\$5,425	\$67,932
Percent Difference: School Site and State	---	---	-10.43%	22.41

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

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

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

Types of Services Funded (Fiscal Year 2011-12)

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

Cypress High School receives funding for the following programs: English learners, 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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,634	\$42,660
Mid-Range Teacher Salary	\$84,860	\$69,198
Highest Teacher Salary	\$97,693	\$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$122,243	\$121,140
Average Principal Salary (High)	\$135,376	\$127,707
Superintendent Salary	\$236,654	\$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	77	78	81	48	49	54	52	54	56
Mathematics	55	61	68	31	35	37	48	50	51
Science	70	79	79	53	58	64	54	57	60
History-Social Science	74	78	77	46	49	51	44	48	49

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	37	64	51
All Student at the School	81	68	79	77
Male	79	70	80	82
Female	82	66	78	72
Black or African American	77	48	67	61
American Indian or Alaska Native				
Asian	89	86	89	85
Filipino	85	71	87	84
Hispanic or Latino	71	53	66	69
Native Hawaiian/Pacific Islander	69	54		
White	80	64	79	77
Two or More Races				
Socioeconomically Disadvantaged	72	62	70	69
English Learners	47	57	39	43
Students with Disabilities	37	37	26	25
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

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

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	73	82	78	49	58	53	54	59	56
Mathematics	78	81	81	52	55	58	54	56	58

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	24	29	42	34	23
All Students at the School	22	25	53	19	35	46
Male	27	25	48	21	28	51
Female	16	25	58	17	42	41
Black or African American	31	28	41	38	45	17
American Indian or Alaska Native						
Asian	15	19	66	5	18	76
Filipino	15	21	64	13	21	66
Hispanic or Latino	33	30	37	37	41	22
Native Hawaiian/Pacific Islander						
White	20	27	52	19	45	36
Two or More Races						
Socioeconomically Disadvantaged	30	31	40	28	34	39
English Learners	65	28	8	35	28	38
Students with Disabilities	84	11	4	80	18	2
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011-12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.8	21.2	27.2

* 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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	8	9	10

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	28	15	14
Black or African American			
American Indian or Alaska Native			
Asian	14	17	10
Filipino			22
Hispanic or Latino	22	5	33
Native Hawaiian/Pacific Islander			
White	33	19	8
Two or More Races			
Socioeconomically Disadvantaged	37	11	27
English Learners	4	23	19
Students with Disabilities	19	-4	25

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

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,941	906	25,547	779	4,664,264	788
Black or African American	84	857	771	762	313,201	710
American Indian or Alaska Native	9		88	788	31,606	742
Asian	575	948	3,228	927	404,670	905
Filipino	135	930	1,103	889	124,824	869
Hispanic or Latino	430	865	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	13	875	223	795	26,563	775
White	689	900	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	572	880	18,105	742	2,779,680	737
English Learners	296	863	11,909	698	1,530,297	716
Students with Disabilities	149	662	2,573	555	530,935	607

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

Federal Intervention Program (School Year 2012-13)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	2.7	4.4	4.8	5.3	10.2	12.3	5.7	16.6	14.4
Graduation Rate	94.06	96.85	94.54	84.57	88.68	82.52	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	97.8%	87.8%	---
Black or African American	96.7%	85.2%	---
American Indian or Alaska Native	100%	100%	---
Asian	98.9%	97.2%	---
Filipino	97.2%	96.8%	---
Hispanic or Latino	100%	83.8%	---
Native Hawaiian/Pacific Islander	75%	90.2%	---
White	96.4%	92.6%	---
Two or More Races	na	na	---
Socioeconomically Disadvantaged	94.7%	82.7%	---
English Learners	88.5%	65.9%	---
Students with Disabilities	83.3%	77.2%	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

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

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

Cypress High School has 10 career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2011-12 school year courses were offered in the following career industries: Arts, Media & Entertainment; Education, Child Development, and Family Services; Finance & Business; Health Science & Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Marketing, Sales, and Service; and Public Services.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	449
% of pupils completing a CTE program and earning a high school diploma	97.1%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	66.1
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	49

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	9	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	6	---
Science	5	---
Social Science	10	---
All courses	32	7.7

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

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

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

The school staff collaborates on staff development days (two per year) and on late-start days (one time weekly) to improve their knowledge of research-based instructional strategies to deliver the state curriculum at a rigorous level to prepare students for college. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. 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.