

Cypress High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Jennifer L. Brown
Email Address	brown_j@auhsd.us
School Website	https://cypress.auhsd.us
County-District-School (CDS) Code	30664313030038

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	714-999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 School Overview

Vision and Purpose:

Cypress High school continues to serve 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:

2022-23 School Overview

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 2968 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 the 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. 70% of graduating seniors from the class of 2022 completed the University of California A-G admission requirements. In 2022, 96% of Cypress Seniors graduated.

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 and/or support in ELA, Mathematics, Science, Social Science and Elective courses. After-school peer tutoring is provided two days per week by the California Scholarship Federation with teacher supervision and support.

Cypress High School's extra-curricular activities include 85 student clubs and 43 athletic teams.

2022-23 School Overview

Demographic Information:

Cypress High School, located in Cypress, California, serves 2,865 students, in which 42.8% participate in the Free and Reduced Meal Program, 8.4% are Students with Disabilities and 4.6% are English Learners. The demographic profile also indicates the following regarding student subgroups: 31.8% Hispanic, 20.7% White, 31.1% Asian, 3.4% African American, 0.2% Native American, 0.6% Pacific Islander, and 5.1% multiple ethnicities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	723
Grade 10	691
Grade 11	750
Grade 12	701
Total Enrollment	2,865

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.2
Asian	31.1
Black or African American	3.4
Filipino	6.7
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.1
White	20.7
English Learners	4.6
Foster Youth	0.3
Homeless	2.0
Migrant	0.0
Socioeconomically Disadvantaged	42.8
Students with Disabilities	8.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.30	83.75	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	3.31	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	13.00	12.92	226.00	18.73	18854.30	6.86
Total Teaching Positions	100.70	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2022.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	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
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School Facility Conditions and Planned Improvements

Cypress High School opened its doors 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, preschool, and two weight conditioning rooms for athletics. There are 15 classroom labs, ten for science, and five for computer technology. The site also includes a cafeteria, a library/media center that houses two additional computer labs, an auditorium, two gymnasiums, a newly renovated 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. New COVID protocols have been put in place. Hands-free watering stations, touchless hand-sanitizing stations, and social distance labels/stencils are throughout the campus.

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 will be completed on October 10 - October 26, 2022

Year and month of the most recent FIT report

October, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys quad restroom - There are numerous cracks on the ceiling.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Broken and cracked asphalt in various locations. Will promptly make necessary repairs.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	74	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	734	720	98.09	1.91	74.31
Female	379	374	98.68	1.32	82.62
Male	355	346	97.46	2.54	65.32
American Indian or Alaska Native	--	--	--	--	--
Asian	230	227	98.70	1.30	86.78
Black or African American	19	19	100.00	0.00	68.42
Filipino	68	66	97.06	2.94	81.82
Hispanic or Latino	221	216	97.74	2.26	67.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	88.89
White	156	152	97.44	2.56	59.87
English Learners	21	21	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	64.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	285	275	96.49	3.51	74.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	38	82.61	17.39	13.16

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	733	710	96.86	3.14	48.16
Female	378	369	97.62	2.38	48.37
Male	355	341	96.06	3.94	47.94
American Indian or Alaska Native	--	--	--	--	--
Asian	230	226	98.26	1.74	71.24
Black or African American	19	19	100.00	0.00	31.58
Filipino	67	65	97.01	2.99	55.38
Hispanic or Latino	221	211	95.48	4.52	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	61.11
White	156	149	95.51	4.49	35.14
English Learners	21	21	100.00	0.00	19.05
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	285	269	94.39	5.61	42.01
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	39	84.78	15.22	10.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	48.96	50.98	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1397	1327	94.99	5.01	50.98
Female	714	674	94.4	5.6	50.67
Male	683	653	95.61	4.39	51.31
American Indian or Alaska Native	--	--	--	--	--
Asian	421	415	98.57	1.43	69.32
Black or African American	49	48	97.96	2.04	38.3
Filipino	110	109	99.09	0.91	56.88
Hispanic or Latino	424	402	94.81	5.19	37.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	60	95.24	4.76	58.33
White	320	284	88.75	11.25	41.9
English Learners	37	35	94.59	5.41	2.86
Foster Youth	--	--	--	--	--
Homeless	35	31	88.57	11.43	19.35
Military	--	--	--	--	--
Socioeconomically Disadvantaged	530	508	95.85	4.15	40.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	73	84.88	15.12	15.07

2021-22 Career Technical Education Programs

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 2021-2022 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. In addition, each year, Cypress students send representatives to the Anaheim Innovative Mentoring Experience which culminates in a paid summer internship position with our community, non-profit, and industry partners.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1517
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.57
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	71.13

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	53%	53%	53%	54%	9%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are actively involved with 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 student's academic, attendance, and behavioral information using the Aeries and Schoology student database parent portals. Information regarding school activities, events, and counseling services are posted on the school website at cypress.auhsd.us and is also communicated via the Aeries ParentSquare tool. Our community support liaison (or FACES) is in daily contact promoting and communicating pertinent information to our community through social media, our school's website, and ParentSquare communications. 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. During the COVID pandemic, teachers and staff had made an effort to ensure all students have access to the curriculum and all parents and community members have access to information and access to contribute their voice to district decisions.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.2	0.6		3.2	3.6		8.9	7.8
Graduation Rate		97.6	95.1		92.3	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	679	646	95.1
Female	335	319	95.2
Male	344	327	95.1
American Indian or Alaska Native	0	0	0.0
Asian	199	191	96.0
Black or African American	30	29	96.7
Filipino	43	39	90.7
Hispanic or Latino	209	199	95.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	25	100.0
White	166	156	94.0
English Learners	45	40	88.9
Foster Youth	--	--	--
Homeless	30	27	90.0
Socioeconomically Disadvantaged	396	370	93.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	54	40	74.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2955	2920	461	15.8
Female	1492	1473	238	16.2
Male	1461	1445	222	15.4
American Indian or Alaska Native	7	7	2	28.6
Asian	901	896	55	6.1
Black or African American	100	99	15	15.2
Filipino	200	198	23	11.6
Hispanic or Latino	947	936	193	20.6
Native Hawaiian or Pacific Islander	18	18	2	11.1
Two or More Races	149	148	32	21.6
White	620	607	137	22.6
English Learners	142	135	29	21.5
Foster Youth	9	9	1	11.1
Homeless	77	75	30	40.0
Socioeconomically Disadvantaged	1323	1304	276	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	262	257	83	32.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.18	1.86	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.35	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0.00
Female	0.60	0.00
Male	2.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.22	0.00
Black or African American	2.00	0.00
Filipino	0.50	0.00
Hispanic or Latino	2.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.01	0.00
White	1.45	0.00
English Learners	6.34	0.00
Foster Youth	0.00	0.00
Homeless	7.79	0.00
Socioeconomically Disadvantaged	2.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.25	0.00

2022-23 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Cypress High School Safety Plan is implemented by staff members and the administration. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills and it is our intent to have a well-informed and well-practiced campus for the 2022-2023 school year. We are currently constructing our safety plan to include information and procedures for in-person paradigms for staff and students. School lockdown procedures and evacuation procedures will be practiced throughout the school year; we will also create announcements and tutorials to be broadcasted on our video announcements.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	19	16	65
Mathematics	35	8	19	61
Science	38	1	11	58
Social Science	33	4	12	49

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	24	20	58
Mathematics	34	10	18	61
Science	36	5	12	56
Social Science	32	6	10	51

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	24	28	57
Mathematics	30	14	31	45
Science	31	4	32	42
Social Science	30	8	29	36

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	573

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,988	\$4,991	\$8,997	\$94,143
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-15.8	-4.5
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	30.8	9.2

2021-22 Types of Services Funded

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. Cypress High School supports a safe and secure school site and are fortunate to have a School Resource Officer assigned to our campus for 2022-2023 school year.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	11
Fine and Performing Arts	3
Foreign Language	2
Mathematics	6
Science	10
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' 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 lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented. Cypress High School uses our staff members as professional resources and utilize many credentialed staff to act as peer instructors; topics include lesson design, technology, eKacence Learning Management System, as well as civic engagement opportunities.

In addition to what the district provides, Cypress High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10