

Cypress High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2025-26 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 |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 30664313030038 |

2025-26 District Contact Information

| | |
|------------------|---|
| District Name | Anaheim Union High School District (AUHSD) |
| Phone Number | (714) 999-3511 |
| Superintendent | Jaron Fried, Ed.D. |
| Email Address | fried_ja@auhsd.us |
| District Website | https://www.auhsd.us |

2025-26 School Description and Mission Statement

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 provides 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

2025-26 School Description and Mission Statement

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 proficiency in critical analysis

Evaluate with an objective level of understanding

Apply complex problem solving processes to everyday life and persevere in solving problems

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 an enrollment of approximately 2688 students. Cypress High School is also a Gold Ribbon School, California Distinguished School, National Honor Roll School, Civic Learning Award of Excellence recipient, and a California Democracy School committed to preparing all students for college and career readiness. As part of our Partnership for the 21st Century, students utilize 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, emphasizing preparing students for college or alternative career paths. 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 various 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 that meet the University of California A-G requirements. Nineteen Advanced Placement (AP) courses are offered (in 51 sections); and, all students are expected to enroll in A-G coursework. 80.79% of graduating seniors from the class of 2024 completed the University of California A-G admission requirements. In 2024, the graduating class reported the following post-secondary plans: 52% Four-year University, 44% Community College, .02% Military Enlistment, 2% Vocational/Trade School, and 2% Work Full Time/Unknown

Opportunities for visual and performing arts include Choir (Treble, Show, Concert), Band (Symphonic, Concert, Wind Ensemble, Marching), Musical Production (Colorguard, Pageantry), Dance (1 & 2), Drawing and Painting 1, 2, & 3), Theater (1, 2 & 3), Stagecraft, Guitar, Commercial Photography, Graphic Communications, Digital Animation, Drawing and Painting (1, 2, & 3), Advanced Placement Drawing, and Yearbook. World languages are offered in Spanish (1, 2, 3, & 4), Spanish for Spanish Speakers (1, 2, & 3), Advanced Placement Spanish Language, French (1, 2, 3, & 4), Korean (1), and American Sign Language (1, 2, 3, & 4). Career Technical Education (CTE) Pathways include: Design Visual and Media Arts (Animation), Design Visual and Media Arts (Graphic Communication), Design Visual and Media Arts (Photography), Managerial & Production Arts, Child Development, Software and Systems Development, Food Services and Hospitality, Law and Justice (Legal Practices), Law and Justice (Public Safety), Patient Care, Entrepreneurship & Self Employment, Energy & Power Technology, Engineering & Architecture. Regional Occupational Program (ROP) classes in Child Development/Child Care (Preschool 1 & 2), Patient Care (Medical Careers/Sports Medicine), Public Safety (Introduction to Criminal Justice/Criminal Investigation), and Legal Professions (1 & 2) are offered on campus during the regular school day. Various other ROP programs are provided to students after school as well. Additionally, Cypress College has partnered with the AUHSD to offer Dual Enrollment for students; these courses are embedded in Cypress High School Pathways and all CFT classes have Counseling 140 embedded within the semester. Courses are also offered for after-school Dual Enrollment.

Support classes to help close the achievement gap include special education collaboration classes (classes with Instructional

2025-26 School Description and Mission Statement

Aide support) and/or support in ELA, Mathematics, Science, Social Science and Elective courses. Co-taught classes (classes with both a general education teacher and a special education teacher) in core subjects. After-school peer tutoring is provided two days per week by the California Scholarship Federation with teacher supervision and support. Additional tutoring resources are offered through College Tutors every Monday - Thursday from 2:00 - 4:30 pm and by the Math Club.

Cypress High School's extra-curricular activities include 70 student clubs and 27 varsity athletic teams.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 703 |
| Grade 10 | 633 |
| Grade 11 | 667 |
| Grade 12 | 682 |
| Total Enrollment | 2,685 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.6 |
| Male | 50.2 |
| Non-Binary | 0.1 |
| American Indian or Alaska Native | 0.7 |
| Asian | 33.6 |
| Black or African American | 3 |
| Filipino | 5.7 |
| Hispanic or Latino | 32.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 4.8 |
| White | 18.4 |
| English Learners | 4.1 |
| Foster Youth | 0.2 |
| Homeless | 2.9 |
| Socioeconomically Disadvantaged | 61 |
| Students with Disabilities | 9.5 |

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.

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) | 100.8 | 88.65 | 1094.6 | 83.18 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 2 | 1.76 | 8.5 | 0.65 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 5.1 | 4.56 | 73.2 | 5.56 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.6 | 0.58 | 32.8 | 2.5 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 5 | 4.43 | 106.8 | 8.11 | 15831.9 | 5.67 |
| Total Teaching Positions | 113.7 | 100 | 1316.1 | 100 | 279044.8 | 100 |

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.

2022-23 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) | 104.9 | 91.18 | 1131.1 | 84.42 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.3 | 0.31 | 12.1 | 0.9 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3 | 2.67 | 55.4 | 4.14 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 41.3 | 3.09 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 6.7 | 5.83 | 99.8 | 7.45 | 14303.8 | 5.15 |
| Total Teaching Positions | 115.1 | 100 | 1340 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 90.9 | 88.77 | 1010.1 | 82.4 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 6.6 | 0.54 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.5 | 4.41 | 66.4 | 5.42 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 31.5 | 2.57 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 6.9 | 6.82 | 111 | 9.06 | 13705.8 | 4.91 |
| Total Teaching Positions | 102.4 | 100 | 1225.9 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 0 | 0 |
| Misassignments | 4.10 | 3 | 4.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 5.10 | 3 | 4.5 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0 | 0 |
| Local Assignment Options | 0.10 | 0 | 0 |
| Total Out-of-Field Teachers | 0.60 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.5 | 4.3 | 7.1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.5 | 0.4 | 0.9 |

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

2025-26 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 11, 2025.

| | |
|---|--------------------|
| Year and month in which the data were collected | September 11, 2025 |
|---|--------------------|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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. | 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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III | 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. | 0 |

| | | |
|-------------------------------|--|---|
| | <p>The following books were adopted for the 24-25 school year:</p> <p>Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas</p> <p>Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas</p> <p>Physics of the Universe uses OpenSciEd.org online resource</p> <p>There is one textbook available per student. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student. The following instructional materials were adopted in 2024 for the high school level: Living Earth- Savvas- Miller & Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource. Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.</p> | |
| History-Social Science | <p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks.</p> <p>7th grade- Cengage Learning- World History: Medieval and Early Modern Times, CA Student Edition</p> <p>8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict</p> <p>10th grade- McGraw-Hill- World History, Culture, and Geography: The Modern World, CA Student Edition</p> <p>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change</p> <p>12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action</p> <p>There is one textbook available per student.</p> | 0 |
| Foreign Language | <p>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.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> | 0 |

French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024
French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024
AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016
Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016
Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016
Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004
Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004
Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023
Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023
Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024
Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023
Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016
Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016
Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024
Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024
Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024
Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024
Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017
Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017
Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017
AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023
AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013
IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020
Vietnamese 1 and Vietnamese 2: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019

| | | |
|---|--|---|
| | Vietnamese 3: Ti?ng Vi?t M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020 Vietnamese 4H and Vietnamese 5H: Ti?ng Vi?t M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020 Vietnamese 6H: Ti?ng Vi?t M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020 | |
| 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. | 0 |
| Visual and Performing Arts | Visual and performing arts students have access to course appropriate textbooks and instructional materials. | 0 |
| Science Laboratory Equipment (grades 9-12) | Science labs at Anaheim Union High School District have the equipment appropriate for the courses being taught in the room including tables with chemical-resistant tops, whiteboards/chalkboards for demonstrations, course appropriate charts, an LCD projector and ELMO projector, or equivalent projection technology. Additional equipment within the science department includes a complete set of glassware , linear measuring devices (meter sticks, 12"/6' rulers, etc), hot plates, triple-beam and/or top-loading balances, thermometers, and other lab materials appropriate for the courses being taught. | 0 |

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

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. Hands-free watering stations and touchless hand-sanitizing stations are throughout the campus.

Modernization/new construction: The most recent Cypress High School project, about 8 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 October 20, 2025 - October 31, 2025.

Year and month of the most recent FIT report

OCTOBER, 2025

| 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 | | | The court is warped from the Southwest entrance doors, extending past the center of the court. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|--|
| | | | Action Taken or Planned: Repair the warped court. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | <p>Room 226 - There is possible mold behind the washer and dryer. The wallpaper is peeling due to moisture, and the wall is black.</p> <p>Action Taken or Planned: Check for possible mold, and provide remediation, if necessary.</p> |
| Structural: Structural Damage, Roofs | X | | <p>Girl's Quad Restroom-Custodial Closet-there are cracks in the ceiling.</p> <p>Action Taken or Planned: Repair the cracks in the ceiling.</p> <p>Boys' Quad Restroom-there are cracks and holes in the ceiling.</p> <p>Action Taken or Planned: Repair the cracks and holes in the ceiling.</p> <p>The ceiling is damaged from a previously existing drain leak.</p> <p>Action Taken or Planned: Repair the ceiling that is damaged.</p> <p>Boys Locker Room-Custodial Closet-the ceiling is water damaged with cracks and large holes.</p> <p>Action Taken or Planned: Repair the ceiling, that is water damaged with cracks and large holes</p> <p>Room 110 - The drywall behind the washer and dryer is water damaged.</p> <p>Action Taken or Planned: Repair the drywall behind the washer and dryer, that has water damaged.</p> <p>Both All Gender restrooms have drywall damage by the floor tiles.</p> <p>Action Taken or Planned: Repair the drywall damage by the floor tiles, by both All Gender Restrooms.</p> <p>Room 314-drywall is damaged on the east wall.</p> <p>Action Taken or Planned: Repair the drywall that is damaged, on the east wall, in Room 314.</p> <p>Pool Room - Rainwater leaks into and floods the office. There are water stains on the wall.</p> <p>Action Taken or Planned: Repair the leaks in the pool room.</p> |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | <p>Between the staff parking lot and the theater, nearest the pedestrian sidewalk, there is a small slab of concrete that is broken and has sunk into the ground.</p> <p>Action Taken or Planned: Repair the concrete that is broken, and has sunk into the ground.</p> |

School Facility Conditions and Planned Improvements

On the theater steps, there are several steps that have edges broken and rebar visible in one area.

Action Taken or Planned: Repair the several steps that have edges broken and rebar visible in one area.

There is a trip hazard near the storm drain by the concrete bench, on the side of the wheelchair ramp, on the side of the theater.

Action Taken or Planned: Repair the trip hazard near the storm drain by the concrete bench, on the side of the wheelchair ramp, on the side of the theater.

There is broken concrete in front of the wheelchair ramp.

Action Taken or Planned: Repair the broken concrete in front of the wheelchair ramp.

The concrete between buildings B, E and F (Counseling, 200 and 300 buildings), there are numerous large, wide cracks and chunks of concrete that have broken off.

Action Taken or Planned: Repair the numerous large, wide cracks and chunks of concrete that have broken off.

The concrete at the entrance of the counseling office is heavily broken/damaged; there is a large hole.

Action Taken or Planned: Repair the concrete at the entrance of the counseling office, that is heavily broken/damaged.

Nearest to the Centurion sign, there is broken cement, near the "Strom Drain" access.

Action Taken or Planned: Repair the broken cement near the "Strom Drain" access, nearest to the Centurion sign.

There is a large slab of concrete that is old, with very large cracks, outside the Boys Locker Room.

Action Taken or Planned: Repair the large slab of concrete that is old, with very large cracks, outside the Boys Locker Room.

Near the electrical room, closest to the Girls Locker Room, there is a slab with broken edges.

Action Taken or Planned: Repair the slab with broken edges, near the electrical room, closest to the Girls Locker Room.

Approximately 10 feet north of the Centurion Emblem, on the ground, there is broken concrete.

Action Taken or Planned: Repair the broken concrete, approximately 10 feet north of the Centurion Emblem, on the ground.

Near the entrance to the Staff Lounge, from the faculty parking, there is broken concrete.

Action Taken or Planned: Repair the broken concrete, near the entrance to the Staff Lounge, from the faculty parking.

School Facility Conditions and Planned Improvements

| | | |
|--|--|--|
| | | <p>Room 204 – There is a hole in the wall, behind the classroom door. Action Taken or Planned: Repair the hole in the wall, behind the classroom door, in Room 204.</p> <p>Between the front of the Media Center, and the large planter facing the visitor parking, there are large cracks along various slabs of concrete. Action Taken or Planned: Repair the large cracks along various slabs of concrete, between the front of the Media Center, and the large planter facing the visitor parking.</p> <p>On the southeast most planter, nearest to the tennis courts, a slab of concrete was removed to address a leak issue, the slab of concrete has not been filled back in. Action Taken or Planned: Fill in the concrete, on the southeast most planter, nearest to the tennis courts.</p> |
|--|--|--|

Overall Facility Rate

| 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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 74 | 68 | 42 | 43 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 50 | 49 | 24 | 25 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 653 | 643 | 98.47 | 1.53 | 67.65 |
| Female | 323 | 319 | 98.76 | 1.24 | 74.61 |
| Male | 330 | 324 | 98.18 | 1.82 | 60.80 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 218 | 216 | 99.08 | 0.92 | 85.65 |
| Black or African American | 24 | 24 | 100.00 | 0.00 | 66.67 |
| Filipino | 37 | 37 | 100.00 | 0.00 | 91.89 |
| Hispanic or Latino | 208 | 204 | 98.08 | 1.92 | 49.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 41 | 100.00 | 0.00 | 68.29 |
| White | 117 | 113 | 96.58 | 3.42 | 59.29 |
| English Learners | 31 | 31 | 100.00 | 0.00 | 16.13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 20 | 100.00 | 0.00 | 50.00 |
| Military | 37 | 37 | 100.00 | 0.00 | 54.05 |
| Socioeconomically Disadvantaged | 389 | 382 | 98.20 | 1.80 | 61.78 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 62 | 93.94 | 6.06 | 27.42 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 653 | 644 | 98.62 | 1.38 | 49.38 |
| Female | 323 | 319 | 98.76 | 1.24 | 47.65 |
| Male | 330 | 325 | 98.48 | 1.52 | 51.08 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 218 | 217 | 99.54 | 0.46 | 77.88 |
| Black or African American | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Filipino | 37 | 37 | 100.00 | 0.00 | 62.16 |
| Hispanic or Latino | 208 | 204 | 98.08 | 1.92 | 26.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 41 | 100.00 | 0.00 | 43.90 |
| White | 117 | 113 | 96.58 | 3.42 | 38.94 |
| English Learners | 31 | 31 | 100.00 | 0.00 | 19.35 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 20 | 100.00 | 0.00 | 25.00 |
| Military | 37 | 37 | 100.00 | 0.00 | 43.24 |
| Socioeconomically Disadvantaged | 389 | 383 | 98.46 | 1.54 | 43.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 62 | 93.94 | 6.06 | 11.29 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 53.92 | 44.56 | 28.3 | 26.77 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1323 | 1302 | 98.41 | 1.59 | 47.35 |
| Female | 648 | 637 | 98.30 | 1.70 | 47.10 |
| Male | 674 | 664 | 98.52 | 1.48 | 47.51 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 461 | 458 | 99.35 | 0.65 | 71.18 |
| Black or African American | 40 | 40 | 100.00 | 0.00 | 37.50 |
| Filipino | 76 | 76 | 100.00 | 0.00 | 57.89 |
| Hispanic or Latino | 406 | 397 | 97.78 | 2.22 | 27.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 75 | 74 | 98.67 | 1.33 | 43.84 |
| White | 252 | 244 | 96.83 | 3.17 | 35.66 |
| English Learners | 49 | 49 | 100.00 | 0.00 | 10.20 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 35 | 35 | 100.00 | 0.00 | 17.14 |
| Military | 62 | 62 | 100.00 | 0.00 | 40.32 |
| Socioeconomically Disadvantaged | 573 | 561 | 97.91 | 2.09 | 37.86 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 110 | 104 | 94.55 | 5.45 | 16.50 |

2024-25 Career Technical Education Programs

Cypress High School has 13 career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2024-2025 school year, courses were offered in the following career industries: Design Visual and Media Arts (Animation), Design Visual and Media Arts (Graphic Communication), Design Visual and Media Arts (Photography) , Managerial & Production Arts, Child Development, Software and Systems Development, Food Services and Hospitality, Law and Justice (Legal Practices), Law and Justice (Public Safety), Patient Care, Entrepreneurship & Self Employment, Energy & Power Technology, Engineering & Architecture.

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-

2024-25 Career Technical Education Programs

profit, and industry partners.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1579 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 39 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 98.7 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 75.54 |

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 | 97 | 98 | 97 | 98 | 97 |

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.

2025-26 Opportunities for Parental Involvement

Parents are actively involved with the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, the School Site Council (SSC), English Learner Advisory Committee (ELAC), the Korean Parent Organization, and other special committees such as WASC's Parent Focus Groups. Parents are invited to attend various 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 non-native English speakers, and a special community walk for families interested in attending Cypress in the future. Parents have the opportunity to communicate with teachers daily 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 eKadence student database parent portals. Information regarding school activities, events, and counseling services are posted on the school website at cypress.auhsd.us and 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.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0.5 | 0.6 | 1.8 | 4.1 | 4.1 | 3.4 | 8.2 | 8.9 | 8 |
| Graduation Rate | 97.4 | 96.4 | 96.1 | 91 | 93.2 | 94.3 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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/acqrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 673 | 647 | 96.1 |
| Female | 326 | 317 | 97.2 |
| Male | 346 | 329 | 95.1 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 248 | 237 | 95.6 |
| Black or African American | 15 | 15 | 100.0 |
| Filipino | 38 | 38 | 100.0 |
| Hispanic or Latino | 197 | 190 | 96.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 30 | 30 | 100.0 |
| White | 137 | 130 | 94.9 |
| English Learners | 41 | 39 | 95.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 32 | 29 | 90.6 |
| Socioeconomically Disadvantaged | 475 | 457 | 96.2 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 48 | 39 | 81.3 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2770 | 2737 | 371 | 13.6 |
| Female | 1365 | 1350 | 187 | 13.9 |
| Male | 1401 | 1383 | 183 | 13.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 26 | 22 | 6 | 27.3 |
| Asian | 913 | 907 | 59 | 6.5 |
| Black or African American | 88 | 86 | 11 | 12.8 |
| Filipino | 154 | 154 | 12 | 7.8 |
| Hispanic or Latino | 920 | 911 | 173 | 19.0 |
| Native Hawaiian or Pacific Islander | 13 | 13 | 3 | 23.1 |
| Two or More Races | 130 | 130 | 20 | 15.4 |
| White | 514 | 502 | 85 | 16.9 |
| English Learners | 123 | 118 | 24 | 20.3 |
| Foster Youth | 11 | -- | -- | -- |
| Homeless | 86 | 85 | 23 | 27.1 |
| Socioeconomically Disadvantaged | 1709 | 1689 | 273 | 16.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 275 | 273 | 76 | 27.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.99 | 1.54 | 1.34 | 3.78 | 4.06 | 3.03 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.34 | 0.00 |
| Female | 0.22 | 0.00 |
| Male | 2.43 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.77 | 0.00 |
| Black or African American | 1.14 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.17 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.77 | 0.00 |
| White | 1.36 | 0.00 |
| English Learners | 4.88 | 0.00 |
| Foster Youth | 9.09 | 0.00 |
| Homeless | 1.16 | 0.00 |
| Socioeconomically Disadvantaged | 1.52 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.09 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 Safety Focus Group and 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 2024-2025 school year. We are currently revising our safety plan to update information and procedures for in-person paradigms for staff and students and to ensure we are doing everything possible to ensure a safe environment for all stakeholders. School lockdown procedures and evacuation procedures will be practiced throughout the school year; we will also create announcements and tutorials to be broadcast on our video announcements.

COMPONENT 1: People and Programs -The Social Climate

Goal #1: Cypress will have a well-informed and well-rehearsed staff and student body in the plan and procedures during an emergency.

Objective: By May 2025, 100% of the Staff and student body will be trained and rehearsed in disaster procedures and emergency response roles and responsibilities.

Objective: By May 2025, 100% of the Staff and student body will become familiar with the new evacuation site. Will provide a map with the new location.

Objective: Revise and update School Safety Plan Emergency Procedures and develop a schedule to roll out new information and rehearsal schedule. Improve emergency readiness based on data collected during drills.

Objective: Reinforce student knowledge of procedures and policies concerning emergency procedures.

Goal #2: Staff and students will model safe and responsible behavior, demonstrate professionalism, and exhibit good character

Objective: By May 2025, 100% of Staff will be informed on the most up-to-date safety information and procedures.

Goal #3: Staff, students, and parents will know who to contact for support and where to obtain resources.

Objective: 100% of parents, students, and staff will know where to get social-emotional support and how to connect to resources.

COMPONENT 2: Place- The Physical Environment

Goal #1: Stock and maintain the Emergency Safety Shed and check and update Emergency Classroom Packs as well as supply the Search and Rescue Team.

Objective: By May 2025, 100% of the supplies and resources will be acquired and accounted for. Staff will be trained and have a complete understanding of the disaster plan

Goal 2: All students and staff members will be provided with a safe teaching and learning environment.

Objective: By May 2025, 100% of All students and staff members will be provided with a safe teaching and learning environment by properly securing the perimeter of the site and providing appropriate access to best evacuation routes.

On February 20, 2025 the Cypress School Site Council reviewed the previous year's Safe School Action Plan. The task to update and revise the plan as needed for the coming year (2024-25) has been given to the Safety Team and SSC via discussion, collaboration, and via google docs or email, this report is being updated and signed by the members. It will be available by March 1, 2025 after board approval.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 28 | 21 | 32 | 47 |
| Mathematics | 30 | 10 | 25 | 54 |
| Science | 30 | 9 | 38 | 31 |
| Social Science | 32 | 6 | 14 | 46 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 28 | 25 | 16 | 52 |
| Mathematics | 34 | 9 | 10 | 59 |
| Science | 32 | 11 | 10 | 48 |
| Social Science | 33 | 7 | 4 | 51 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 26 | 27 | 26 | 43 |
| Mathematics | 31 | 13 | 24 | 45 |
| Science | 34 | 8 | 6 | 47 |
| Social Science | 33 | 9 | 2 | 49 |

2024-25 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 | 450.83 |

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 3 |
| Social Worker | 3 |
| Nurse | |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | |
| Other | 0 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$10,025 | \$1,927 | \$8,865 | \$109,178 |
| District | N/A | N/A | 10,142 | \$118,909 |
| Percent Difference - School Site and District | N/A | N/A | -13.4 | -1.5 |
| State | N/A | N/A | \$11,146 | \$113,595 |
| Percent Difference - School Site and State | N/A | N/A | -19.4 | 3.6 |

Fiscal Year 2024-25 Types of Services Funded

Cypress High School receives funding for the following programs: English Learners, Special Education, Carl Perkins grants, Title II Professional Development, Proposition 28, and Local Control Funding Formula (LCFF). These programs support additional academic support for English Learners, Career and Technical Education pathway programs, VAPA, and ongoing

Fiscal Year 2024-25 Types of Services Funded

professional development for Cypress High School staff members. Cypress High School supports a safe and secure school site and is fortunate to have a School Resource Officer assigned to our campus for 2024-2025 school year.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$63,781 | \$67,238 |
| Mid-Range Teacher Salary | \$109,375 | \$106,841 |
| Highest Teacher Salary | \$139,964 | \$136,881 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$149,574 | \$167,233 |
| Average Principal Salary (High) | \$163,653 | \$193,950 |
| Superintendent Salary | \$328,935 | \$314,304 |
| Percent of Budget for Teacher Salaries | 26.83% | 29.51% |
| Percent of Budget for Administrative Salaries | 3.71% | 4.87% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 30.6 |
|-----------------------------------|------|

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 | 8 |
| Fine and Performing Arts | 2 |
| Foreign Language | 3 |
| Mathematics | 6 |
| Science | 11 |
| Social Science | 13 |
| Total AP Courses Offered | 43 |

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

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

Professional Development

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, eKadence 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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |