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

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

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

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

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

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Anaheim High School
Street	811 West Lincoln Avenue
City, State, Zip	Anaheim, CA 92805-2402
Phone Number	(714) 999-3717
Principal	Anna Corral, Ed.D
E-mail Address	corral_a@auhsd.us
Web Site	anaheimhs.org
Grades Served	9-12
CDS Code	30664313030228

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

Mission: We exist to educate our students and equip them with knowledge and skills that empower them to be productive members of society in the 21st century. Vision: We strive to be a school that prepares students for many different paths through a dynamic, positive, relevant, and rigorous learning environment.
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Educational Highlights

In the fall of 2014, the Anaheim staff continued the process of re-examining the current School-wide Learning Outcomes in Western Association of States and Colleges (WASC) Focus on Learning (FOL) focus groups. The Site Leadership Team continues to review the SLOs (Colonist Capacities) annually which reflect 21st Century skills.
ANAHEIM HIGH SCHOOL STUDENTS ARE:
• Critical Thinkers
• Creative & Innovative
• Committed to Personal Growth
• Communicative and Collaborative
• Community Minded and have Civic Virtue

Anaheim High School students are becoming college and career ready. Anaheim offers a diversity of rigorous courses and pathways for students to succeed. There are many academic programs including AVID, Puente and the Dual Language Academy to name just three. Anaheim High School offers numerous Advanced Placement courses, including AP English Language and Composition, AP English Literature, AP Human Geography, AP European History, AP US History, AP Government, AP Psychology, AP Statistics, AP Calculus AB and BC, AP Biology, AP Physics 1 and 2, AP Spanish Language, AP Spanish Literature, and AP Environmental Science.

Anaheim offers a variety of Career and Technical Education (CTE) courses. AHS has two California Partnership Academies: the Multi-Media Computer Technology Academy (MCTA), and the Transportation Academy (ATA). The Anaheim Performing Arts Conservatory provides dance, theater and music courses that support the CTE Pathway. In addition, AHS offers ROP courses such as BITA, Dental, Preschool, and Engineering. Each CTE pathway gives students the opportunity to prepare for graduation and beyond. Class sequence, elective offerings, college requirements, and certification opportunities are embedded in each CTE pathway.

Demographic Information
Anaheim High School, located in Anaheim, California, serves 3144 students. The student body consists of 92.7% Hispanic, 3.3% White, .08% Black, 1.2% Asian, 1% Filipino students, .3% American Indian or Alaska Native, and .5% two or more races. Ninety-three percent of Anaheim High School students will be the first in their family to attend college. Anaheim High School is school wide Title I and 89.6% students receive free or reduced lunch. Many of our students are bilingual with 89% designating English as their second language. Students are served by a staff of 132 teachers, five administrators, seven counselors, and 47 classified support staff.

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

Grade Level	Number of Students
Grade 9	861
Grade 10	812
Grade 11	794
Grade 12	739
Total Enrollment	3,206

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.7
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0.1
White	2.7
Two or More Races	0.4
Socioeconomically Disadvantaged	90.9
English Learners	27
Students with Disabilities	8.1
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	152	141		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	2		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	2	
Vacant Teacher Positions	0	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 2014

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 indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in October 2014.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts (ELA) textbooks were adopted in 2002-03. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 Anaheim High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.) course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Anaheim High School, established in 1898 is the oldest of nine comprehensive high schools in the Anaheim Union High School District. The current facilities were built in 1935. The 37.2 acre site was modernized in 1994-95. At present there are 122 regular classrooms.There are 27 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes Cook Auditorium, a cafeteria, a library, a gym and 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.

The most recent site inspection was completed on November 25, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 25, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Paint is bubbling on south walls in Administrative Building and in Room 6. Hole in carpet in front of desk in Room 29. Carpet is missing at door entry in Room 10B and carpet in Room 63 in back classroom needs to be installed and patched. Stained ceiling tiles in various rooms. Paint is peeling in Room 14. Carpet molding strip in Room 905 is half off and hanging.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 25, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Light switch is not working in Room 9. Electrical outlet is detached from wall in Room 31. Light diffuser in Room 902 is cracked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cap is missing at hand sink in the Girls' Restroom by Rooms 5-15. Ceiling paint is peeling in Upstairs Girls' Restroom in north building. Drinking fountain in basketball gym at east side is not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Structural damage at left side of Room 17. Hole in wall outside Room 54. Swimming pool and stadium are condemned.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Loose door handles in Rooms 2, 32, 920, and 922. Door in Main Building custodial closet and in Room 27, Storage Room is delaminating.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 25, 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	38	44	44
Mathematics	16	28	33

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

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	779	752	96.5	24	36	30	8
Male	11	779	378	48.5	28	35	27	7
Female	11	779	374	48.0	20	37	34	9
Black or African American	11	779	4	0.5	--	--	--	--
American Indian or Alaska Native	11	779	1	0.1	--	--	--	--
Asian	11	779	7	0.9	--	--	--	--
Filipino	11	779	3	0.4	--	--	--	--
Hispanic or Latino	11	779	712	91.4	24	36	30	8
Native Hawaiian or Pacific Islander	11	779	1	0.1	--	--	--	--
White	11	779	19	2.4	26	21	37	11
Two or More Races	11	779	5	0.6	--	--	--	--
Socioeconomically Disadvantaged	11	779	662	85.0	25	36	29	8
Students with Disabilities	11	779	43	5.5	65	19	5	2
Students Receiving Migrant Education Services	11	779	2	0.3	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	11	779	754	96.8	58	25	13	3
Male	11	779	379	48.7	59	23	12	5
Female	11	779	375	48.1	58	26	14	2
Black or African American	11	779	4	0.5	--	--	--	--
American Indian or Alaska Native	11	779	1	0.1	--	--	--	--
Asian	11	779	7	0.9	--	--	--	--
Filipino	11	779	3	0.4	--	--	--	--
Hispanic or Latino	11	779	713	91.5	59	24	12	3
Native Hawaiian or Pacific Islander	11	779	1	0.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
White	**11**	779	20	2.6	55	20	15	5
Two or More Races	**11**	779	5	0.6	--	--	--	--
Socioeconomically Disadvantaged	**11**	779	663	85.1	59	24	13	3
Students with Disabilities	**11**	779	43	5.5	91	7	0	2
Students Receiving Migrant Education Services	**11**	779	2	0.3	--	--	--	--
Foster Youth	**11**	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	45	43	61	61	56	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	43
Male	48
Female	38
Black or African American	--
American Indian or Alaska Native	--
Asian	72
Filipino	--
Hispanic or Latino	43
White	40
Two or More Races	--
Socioeconomically Disadvantaged	6
English Learners	7
Students with Disabilities	44
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Anaheim High School has 12 career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2013-14 school year courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Engineering and Design; Business & Finance; Health Science & Medical Technology; Information Technology; Manufacturing & Product Develop, Public Services; and Transportation.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	973
% of pupils completing a CTE program and earning a high school diploma	85.57%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.81
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	35.13

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	47	43	43	55	46	49	57	56	58
Mathematics	46	50	44	57	51	49	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	57	26	17	56	33	11
Male	63	22	14	52	33	15
Female	50	30	20	60	32	8
Hispanic or Latino	57	27	16	57	32	11
White	57	21	21	60	27	13
Socioeconomically Disadvantaged	56	27	17	55	33	12
English Learners	94	5	1	90	10	0
Students with Disabilities	100			98	2	

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.50	28.90	22.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Anaheim opened the Colonist Resource Center this fall where parents and community can come to get support and offer support. We host a variety of classes and workshops for our parents to attend to assist them and their students navigate the school system and to learn how parents can support college and career readiness. The CRC is also a location where families can come to get resources such as food, clothing, references to outside agencies and access computers and internet. We hold classes on aeries so parents can track student progress.

Anaheim High School provides several organizations for parents to join and get involved including:

1. PTSA
2. School Site Council
3. Parenting Classes
4. Title I Parent Advisory
5. Band Boosters
6. APAC Boosters
7. Athletic Boosters
8. Parent Nights
9. Coffee with the Principal chats
10. ELAC & DLAC

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.90	8.00	7.40	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	79.79	84.14	85.87	82.48	84.34	84.81	78.87	80.44	80.95

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

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	86.88	84.11	84.6
Black or African American	90	82.8	76
American Indian or Alaska Native	100	88.89	78.07
Asian	78.57	93.83	92.62
Filipino	100	97.03	96.49
Hispanic or Latino	86.83	81.33	81.28
Native Hawaiian/Pacific Islander	50	76.92	83.58
White	87.88	85.53	89.93
Two or More Races	80	70	82.8
Socioeconomically Disadvantaged	52.31	58.25	61.28
English Learners	63.37	54.13	50.76
Students with Disabilities	88.08	82	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	4.66	6.30	5.76	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.03	0.17	0.03	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed and adapted on an annual basis at a workshop conducted by district staff. The School Safety Plan for the school year is discussed with site staff members in the beginning of the Fall Semester. The Safety Plan was last updated in fall of 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	69	96		20	79	97		23	48	87	14
Mathematics	23	46	97		22	54	87		28	23	47	41
Science	24	31	86		25	16	92		27	21	58	24
Social Science	22	34	76		24	24	78		24	30	60	11

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9	355
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,515	$3,583	$5,932	$83,530
District	N/A	N/A	$1,852	$88,375
Percent Difference: School Site and District	N/A	N/A	220.3	-1.9
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	26.5	15.6

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

Types of Services Funded (Fiscal Year 2014-15)

Anahiem High School offers programs and supplemental services in the following areas:

1. Math Tutorials–Title 1 funding
2. ELA Tutorial–Title 1 funding
3. Reading/Accelerated Reader–Title 1 funding
4. TeleParent Communication Program–District-level Title 1 and LCAP funding
5. Cal State Fullerton Talent Search–Grant from Cal State Fullerton
6. RTI Tier 2 and 3 after school interventions–LCAP and Title 1 funding
7. Parent Institute for Quality Education–Title 1 and LCAP funding
8. PBIS Postive Behavior Support Program–OCDE funding and LCAP
9. Career Technical Education Pathways - Perkins funding
10. MCTA and ATA–California Partnership Academy funding
11.*Qualifying Anaheim High School students also participate in Supplemental Educational Services (SES) through the Title I program.
*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	10	N/A
All courses	31	.7

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

Professional Development (Most Recent Three Years)

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. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) 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. Quality Education Investment Act funding has given teachers and administrators 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.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday 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.