# Anaheim High School
## School Accountability Report Card
## Reported Using Data from the 2015-16 School Year
### Published During 2016-17

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

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

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

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

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

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

## About This School

**Contact Information (School Year 2016-17)**

| 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** | http://anaheimhs.org |
| **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 (School Year 2016-17)**

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.

Educational Highlights:
In 2015, Anaheim High School received the Exemplary Program Award/Gold Ribbon for its Visual and Performing Arts (VAPA) Department, which features a performing arts conservatory program. Anaheim High School also received a Gold Ribbon designation for its Independent Learning Center (ILC). The first of its kind in Orange County, the ILC is staffed by three teachers and a counselor, who work with students with significant personal or academic challenges. Its track record is impressive. Since its first year of operation in 2010, hundreds of students who were at risk of dropping out, or had dropped out, earned their high school diplomas. The ILC recruits 120 students per year at different levels. Many students who graduate enroll in community college or vocational education programs.

In the fall of 2014, the Anaheim High School 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 Learning 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 U.S. 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, Anaheim High School offers ROP courses such as Building Industry Technical Academy (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 3,000 students. The student body consists of 94% Hispanic, 2% White, 1% Black, 1% Asian, 1% Filipino students, .3% American Indian or Alaska Native, and .7% 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 operates a Schoolwide Title I Program and 84% 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 2015-16)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 791 |
| Grade 10 | 827 |
| Grade 11 | 783 |
| Grade 12 | 753 |
| Ungraded Secondary | 10 |
| Total Enrollment | 3,164 |

**Student Enrollment by Group (School Year 2015-16)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.3 |
| Filipino | 0.8 |
| Hispanic or Latino | 94.4 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 2.1 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 87.2 |
| English Learners | 24.9 |
| Students with Disabilities | 8.9 |
| 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 |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 120 | 126 | 123 | 1250 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 2 | 2 | 4 | 59 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 2 | 2 | 4 |
| Vacant Teacher Positions | 0 | 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 2015-16)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 97.0 | 3.0 |
| All Schools in District | 98.0 | 2.0 |
| High-Poverty Schools in District | 98.2 | 1.8 |
| Low-Poverty Schools in District | 97.0 | 3.0 |

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 2016-17)**

**Year and month in which data were collected:** September 2016

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2016.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student. | Yes | 0 |
| Mathematics | Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. | Yes | 0 |
| Science | Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student. | Yes | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Foreign Language** | Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses 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 |
| **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 most recently modernized in 2008.  At present there are 130 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 August 17, 2016.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 17, 2016 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 17, 2016 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Interior:** Interior Surfaces | | X | | Tackboard in Room 7 is pulling away from wall. South walls in Rooms 15 and 27 need drywall repair. Repair work is in progress. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | Piece of wall tile is missing in Men's restroom by Room 65. |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | | | X | Swimming pool and stadium are condemned and not in use. Plans for a new pool are under review by the Department of the State Architect. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Rolling door at Kitchen speed line needs door frame repaired. Repair work is in progress. |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: August 17, 2016 | | | | |
|---|---|---|---|---|
| | **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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | **School** | | **District** | | **State** | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **English Language Arts/Literacy** | 39 | 42 | 44 | 47 | 44 | 48 |
| **Mathematics** | 16 | 16 | 29 | 29 | 34 | 36 |

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

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 718 | 696 | 96.9 | 41.8 |
| Male | 11 | 361 | 344 | 95.3 | 38.2 |
| Female | 11 | 357 | 352 | 98.6 | 45.4 |
| Black or African American | 11 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | -- | -- | -- | -- |
| Asian | 11 | 14 | 14 | 100.0 | 57.1 |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 673 | 652 | 96.9 | 41.3 |
| White | 11 | 15 | 15 | 100.0 | 46.7 |
| Two or More Races | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 619 | 599 | 96.8 | 41.2 |
| English Learners | 11 | 127 | 115 | 90.5 | 1.8 |
| Students with Disabilities | 11 | 54 | 51 | 94.4 | 7.8 |
| Students Receiving Migrant Education Services | 11 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 718 | 691 | 96.2 | 15.9 |
| Male | 11 | 361 | 342 | 94.7 | 15.4 |
| Female | 11 | 357 | 349 | 97.8 | 16.3 |
| Black or African American | 11 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | -- | -- | -- | -- |
| Asian | 11 | 14 | 14 | 100.0 | 50.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| **Filipino** | 11 | -- | -- | -- | -- |
| **Hispanic or Latino** | 11 | 673 | 648 | 96.3 | 15.2 |
| **White** | 11 | 15 | 14 | 93.3 | 14.3 |
| **Two or More Races** | 11 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | 619 | 597 | 96.5 | 15.1 |
| **English Learners** | 11 | 126 | 115 | 91.3 | 1.8 |
| **Students with Disabilities** | 11 | 54 | 49 | 90.7 | |
| **Students Receiving Migrant Education Services** | 11 | -- | -- | -- | -- |
| **Foster Youth** | 11 | -- | -- | -- | -- |

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

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

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

## CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Science (grades 5, 8, and 10)** | 45 | 43 | 45 | 61 | 56 | 51 | 60 | 56 | 54 |

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

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

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---|---|---|---|---|
| All Students | 795 | 752 | 94.6 | 45.1 |
| Male | 422 | 389 | 92.2 | 50.9 |
| Female | 373 | 363 | 97.3 | 38.8 |
| Hispanic or Latino | 749 | 708 | 94.5 | 44.8 |
| White | 18 | 17 | 94.4 | 47.1 |
| Socioeconomically Disadvantaged | 720 | 688 | 95.6 | 44.6 |
| English Learners | 170 | 150 | 88.2 | 9.3 |
| Students with Disabilities | 79 | 70 | 88.6 | 21.4 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)**

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 2015-16 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 and Communications Technology; and Transportation.

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

**Career Technical Education Participation (School Year 2015-16)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 1,312 |
| % of pupils completing a CTE program and earning a high school diploma | 90.08% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.81 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 30.4 |

## 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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 24.4 | 25.6 | 16 |

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 (School Year 2016-17)**

Anaheim High School has the Colonist Resource Center (CRC), where parents and community can get support and/or offer support. We host a variety of classes and workshops for our parents to attend. Parents learn how to best assist their students in navigating the school system, and they also learn how parents can support college and career readiness skills development. The CRC is also a location where families can come to access resources such as food, clothing, references to outside agencies, and access computers and internet. We hold classes on the Aeries student information system, so parents can more easily 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. Anaheim Performing Arts Conservatory (APAC) Boosters
7. Athletic Boosters
8. Parent Nights
9. Coffee with the Principal chats
10. English Language Advisory Committee (ELAC) District-level English Language Advisory Committee (DELAC)

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 8.00 | 7.40 | 6.00 | 8.60 | 8.60 | 7.30 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 84.14 | 85.87 | 87.57 | 84.34 | 84.81 | 87.31 | 80.44 | 80.95 | 82.27 |

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

| Group | Graduating Class of 2015 | | |
|---|---|---|---|
| | School | District | State |
| **All Students** | 88 | 86 | 86 |
| **Black or African American** | 100 | 86 | 78 |
| **American Indian or Alaska Native** | 100 | 69 | 78 |
| **Asian** | 100 | 96 | 93 |
| **Filipino** | 100 | 94 | 93 |
| **Hispanic or Latino** | 88 | 83 | 83 |
| **Native Hawaiian/Pacific Islander** | 100 | 82 | 85 |
| **White** | 83 | 87 | 91 |
| **Two or More Races** | 0 | 90 | 89 |
| **Socioeconomically Disadvantaged** | 77 | 63 | 66 |
| **English Learners** | 58 | 53 | 54 |
| **Students with Disabilities** | 85 | 80 | 78 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Suspensions** | 6.3 | 5.8 | 4.3 | 5.4 | 5.4 | 5.6 | 4.4 | 3.8 | 3.7 |
| **Expulsions** | 0.2 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2016-17)**

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Anaheim High School Safety Plan is implemented by staff members. 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.

## D. Other SARC Information

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

**Federal Intervention Program (School Year 2016-17)**

| 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 | 13 |
| **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 | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 20 | 79 | 97 | | 23 | 48 | 87 | 14 | 23 | 48 | 87 | 14 |
| Mathematics | 22 | 54 | 87 | | 28 | 23 | 47 | 41 | 28 | 23 | 47 | 41 |
| Science | 25 | 16 | 92 | | 27 | 21 | 58 | 24 | 27 | 21 | 58 | 24 |
| Social Science | 24 | 24 | 78 | | 24 | 30 | 60 | 11 | 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 2015-16)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 6 | 527 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0.05 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0.05 | N/A |
| Nurse | 0.16 | N/A |
| Speech/Language/Hearing Specialist | 1.6 | 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 2014-15)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | $10,148 | $3,482 | $6,666 | $85,327 |
| District | N/A | N/A | $8,344 | $90,749 |
| Percent Difference: School Site and District | N/A | N/A | -20.1 | -6.0 |
| State | N/A | N/A | $5,677 | $77,824 |
| Percent Difference: School Site and State | N/A | N/A | 17.4 | 9.6 |

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 Local Control Funding Formula (LCFF)
5. Cal State Fullerton Talent Search–Grant from Cal State Fullerton
6. RtI Tier 2 and 3 after-school interventions–LCFF and Title 1 funding

7. Parent Institute for Quality Education–Title 1 and  LCFF funding
8. PBIS Postive Behavior Support Program–OCDE funding and LCFF
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 2014-15)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $49,833 | $46,184 |
| **Mid-Range Teacher Salary** | $90,682 | $75,179 |
| **Highest Teacher Salary** | $104,163 | $96,169 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | $133,509 | $124,243 |
| **Average Principal Salary (High)** | $138,901 | $137,939 |
| **Superintendent Salary** | $225,500 | $217,637 |
| **Percent of Budget for Teacher Salaries** | 38% | 35% |
| **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 2015-16)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | 1 | N/A |
| **English** | 2 | N/A |
| **Fine and Performing Arts** | 0 | N/A |
| **Foreign Language** | 3 | N/A |
| **Mathematics** | 3 | N/A |
| **Science** | 4 | N/A |
| **Social Science** | 6 | N/A |
| **All courses** | 19 | 9.4% |

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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 two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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. 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.

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.