

Anaheim High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 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	Ruben Calleros
Email Address	calleros_r@auhsd.us
School Website	https://anaheimhs.org
County-District-School (CDS) Code	30664313030228

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Anaheim High School's Vision Statement:

We are a center of learning and service.
We are compassionate.
We nurture growth for all.
We provide diverse learning opportunities and prepare students to shape the future in an ever changing world.

Educational Highlights:

In 2023, Anaheim High School graduated 479 students with a state Seal of Civic Engagement for the second year for the program. 181 students received the Seal of Biliteracy. The first of its kind in Orange County, Anaheim High School has its Independent Learning Center that is staffed by four 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 150 students per year at different levels. Many students who graduate enroll in community college or vocational education programs.

At Anaheim High School, we focus on developing the 5 Cs, which are soft skills that are transferrable and sought after in the workplace. When students leave Anaheim High School, they are ready for both college and career:

Anaheim High School students are becoming college ready, career ready and life 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 Biology, AP Calculus AB, AP Computer Science Principles, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Human Geography, AP Physics I, AP Physics II, AP Psychology, AP Spanish Language, AP Spanish Literature, AP Statistics, AP US Government, AP US History, and AP World History.

2023-24 School Description and Mission Statement

The College & Career Access Team (CCAT) at Anaheim High School is comprised of Anaheim High School Staff (Principal, Assistant Principals, Counselors, JROTC, Family Engagement Specialist, College & Career Secretary, Content Area Teachers, etc.), our College Partners (Gear Up, UCI EAOP, UCI Upward Bound, CSUF Educational Talent Search, Cypress College and Fullerton College), as well as our Community Partners (Marines, OCDE, ROP, etc.) Our goal is to increase post-secondary opportunities and outcomes for our Anaheim High School Students. Post secondary educational options include both 2-year and 4-year colleges and universities as well as progressive post secondary pathways. Enrollment, persistence, and success in post secondary education is on the forefront for our team. We connect and provide educational and career program opportunities to our students, paying close attention to our sub-groups to ensure college and career readiness for all of our students.

Anaheim offers a variety of Career and Technical Education (CTE) courses. The Anaheim Performing Arts Conservatory provides dance, theatre 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, Culinary, and Biotechnology. 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 2,760 students. The student body consists of 94.3% Latino, 2.6% White, 0.5% Black or African American, 1.2% Asian, 0.5% Filipino, 0.1% Pacific Islander, 0.1% American Indian, and 0.4% two or more races. Anaheim High School operates a Schoolwide Title I Program and 90% of students receive free or reduced lunch. Many of our students are bilingual with 72% designating another language spoken at home. Students are served by a staff of 122 teachers, 5 ROP teachers, five administrators, six counselors, and 83 classified support staff.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	686
Grade 10	740
Grade 11	725
Grade 12	599
Total Enrollment	2,750

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.3%
Asian	1.1%
Black or African American	0.6%
Filipino	0.5%
Hispanic or Latino	94%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.5%
White	2.7%
English Learners	27.9%
Foster Youth	0.5%
Homeless	2.3%
Socioeconomically Disadvantaged	92.9%
Students with Disabilities	14.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.60	74.97	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.86	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	3.80	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	23.50	20.35	226.00	18.73	18854.30	6.86
Total Teaching Positions	115.60	100.00	1206.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.80	83.31	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.55	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	8.00	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.62	32.80	2.50	11953.10	4.28
Unknown	8.40	6.52	106.80	8.11	15831.90	5.67
Total Teaching Positions	129.40	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	4.00
Misassignments	4.30	6.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.30	10.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.7	2.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 13, 2022.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student. Textbooks are also available online.	Yes	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student. The district is in the process of adopting new textbooks which will be in place for the 24-25 school year.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	World Language textbooks are adopted through the district as needed by the course. We have adopted new textbooks for French (Chemin I-IV) and non-native Spanish classes (Senderos I-IV) by Vista Higher Learning this year. A class set of print textbooks is in each classroom and students have access to their vtext via Cleaver and the Vista site which is VHLCentral. Students can also check out a physical textbook to take home if they choose to. AP Spanish Language uses TEMAS, also from Vista Higher Learning and also with VHLCentral. AP Spanish Literature uses Azulejo from Wayside Publishing. There is one textbook available per student. The Spanish Speakers classes read District-adopted novels each year, and students are provided with copies of the novel to read in class. Teachers use supplemental materials for Spanish Speakers courses in addition to the novels.	Yes	0
Health	Health textbooks, are Comprehensive Health Text (Goodheart-Wilcox) and were adopted in 0000. There is one textbook available per student and there are textbooks available for students to check out.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

School Facility Conditions and Planned Improvements

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 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 in October 5 - October 12, 2023.

Year and month of the most recent FIT report

October, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Two holes to the south wall to classroom 68A. Planned Action to be Taken: Repair two holes to the south wall to classroom 68A.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt is uneven, outside of Room 71. Ground is bowing at the west side of pool. Planned Action to be Taken: Repair asphalt that is uneven, outside of Room 71, and fix ground that is bowing at the west side of pool.

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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	41	43	42	47	46
Mathematics (grades 3-8 and 11)	11	9	23	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	704	670	95.17	4.83	41.04
Female	353	341	96.60	3.40	44.87
Male	351	329	93.73	6.27	37.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	666	633	95.05	4.95	40.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	58.33
English Learners	174	154	88.51	11.49	4.55
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	29.41
Military	52	49	94.23	5.77	24.49
Socioeconomically Disadvantaged	634	607	95.74	4.26	39.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	79	90.80	9.20	13.92

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	705	685	97.16	2.84	9.36
Female	353	343	97.17	2.83	6.41
Male	352	342	97.16	2.84	12.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	666	648	97.30	2.70	8.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	25.00
English Learners	174	167	95.98	4.02	1.20
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	5.88
Military	52	49	94.23	5.77	6.12
Socioeconomically Disadvantaged	634	617	97.32	2.68	8.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	80	91.95	8.05	1.25

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.64	19.08	28.29	28.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1365	1337	97.95	2.05	19.12
Female	674	663	98.37	1.63	17.25
Male	690	673	97.54	2.46	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	35.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1288	1263	98.06	1.94	18.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	30	93.75	6.25	36.67
English Learners	277	269	97.11	2.89	1.12
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	18.75
Military	53	50	94.34	5.66	8.00
Socioeconomically Disadvantaged	1035	1010	97.58	2.42	17.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	171	163	95.32	4.68	4.32

2022-23 Career Technical Education Programs

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 2017-18 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1726
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.46
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	63.76

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87	94	94	94	94

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.

2023-24 Opportunities for Parental Involvement

Anaheim High School has the Family Center in room 2, which serves as a hub for various resources, programs, and parent involvement opportunities aimed at supporting families and students to achieve academic success. Our Family and Community Engagement Specialists offer parent workshops where parents can learn about Financial Aid, Mental Health support services, Parenting classes, and much more. Our Family Center provides a platform for parents to actively participate in the decision-making process which allows them to advocate for the needs of our students, families, and community. Additionally, the Family Center works very closely with our newcomer population by providing guidance, support, and resources to help them navigate the school system. Our FACE team is also known for organizing events and activities that promote a sense of community among parents. This includes our Book Club and parent hikes which are done in collaboration with community partners. Lastly, students and families can visit the Family Center to obtain technology support, free bus passes for students, hygiene products, school supplies, and clothing items.

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

1. PTSA
2. School Site Council
3. Parent Leadership Academy
4. Band Boosters
5. Anaheim Performing Arts Conservatory (APAC) Boosters
6. Athletic Boosters
7. Parent Nights
8. Coffee with the Principal
9. English Language Advisory Committee (ELAC) and District-level English Language Advisory Committee (DELAC)
10. Parent Learning Walks
11. Aeries Parent Portal Assistance-hosted by our Family and Community Engagement Specialist
12. Parent Ambassadors
13. Ready, Set, Go classes
14. Parent Book Club

2023-24 Opportunities for Parental Involvement

15. Mental Health Parent Workshops
16. Love and Logic Parenting Classes
17. Parent hikes in collaboration with the City of Anaheim Project Say
18. Arts and Crafts
19. Newcomer Posada
20. Safety Committee
21. Parent Summits at various colleges and universities

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.4	2.8	2.2	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	93.6	94.6	95.5	90.9	92.4	91	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	595	568	95.5
Female	290	284	97.9
Male	305	284	93.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	558	535	95.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	145	125	86.2
Foster Youth	--	--	--
Homeless	55	50	90.9
Socioeconomically Disadvantaged	588	561	95.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	93	74	79.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2941	2883	848	29.4
Female	1436	1408	418	29.7
Male	1504	1474	430	29.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	8	7	1	14.3
Asian	33	32	1	3.1
Black or African American	22	19	10	52.6
Filipino	16	15	1	6.7
Hispanic or Latino	2758	2710	796	29.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	17	15	6	40.0
White	78	76	30	39.5
English Learners	863	839	327	39.0
Foster Youth	19	17	7	41.2
Homeless	78	74	34	45.9
Socioeconomically Disadvantaged	2768	2720	820	30.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	431	424	178	42.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.46	4.79	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.79	0
Female	3.48	0
Male	6.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.06	0
Black or African American	13.64	0
Filipino	0	0
Hispanic or Latino	4.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	3.85	0
English Learners	8	0
Foster Youth	26.32	0
Homeless	10.26	0
Socioeconomically Disadvantaged	4.84	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.66	0

2023-24 School Safety Plan

Our School Safety Plan is reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Anaheim High School Safety Plan is implemented by staff members. No fewer than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. Administration communicates with local law enforcement, staff members, and parents to be visible at times students are in route to and from school. Anaheim High School will update the camera systems to help monitor student and visitor activity and continue to ensure a safe learning environment. Anaheim High School staff will work with parents in identifying maladaptive behaviors and develop strategies to address these behaviors. Anaheim High School will identify and counsel students who display gang association, gang membership, or are involved in any gang activity, about the negative aspects of gang life. Meeting dates were 9/2/22, 12/1/22, 2/3/23, 4/19/23. The Safety Plan was submitted for approval on March 1, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	35	17	56
Mathematics	33	16	23	54
Science	29	14	37	32
Social Science	31	9	14	39

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	29	30	47
Mathematics	28	16	50	32
Science	30	9	38	31
Social Science	30	12	14	43

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	26	29	51	28
Mathematics	26	24	69	12
Science	29	13	37	29
Social Science	29	13	22	33

2022-23 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	392.86

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	3
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,003	\$5,562	\$9,441	\$94,683
District	N/A	N/A	10,543	\$102,980
Percent Difference - School Site and District	N/A	N/A	-11.0	-4.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	35.5	9.8

Fiscal Year 2022-23 Types of Services Funded

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

1. APEX credit recovery–LCFF funding
2. LCFF funds support academic tutoring and credit recovery after school
4. Aeries Communication–District-level Title I and Local Control Funding Formula (LCFF)
5. Cal State Fullerton Educational Talent Search–Grant from Cal State Fullerton
6. PBIS Positive Behavior Support Program–LCFF funding
7. Career Technical Education Pathways–Perkins funding
9. Family and Community Engagement Specialist-Title I funding
10. Hiring of literacy (ELD) teachers and AVID teachers who support in-class interventions-Title I funding
11. Translator-LCFF funding
12. Music and P.E. programs-Title IV funding
13. Community Schools Lead-Community Schools grant funding

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$57,124	\$57,234
Mid-Range Teacher Salary	\$97,960	\$95,467
Highest Teacher Salary	\$125,357	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$153,476
Average Principal Salary (High)	\$161,969	\$173,198
Superintendent Salary	\$284,644	\$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	2
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

Teachers participate in a variety of District in-services as well as professional learning workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday'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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	