Anaheim High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	30664313030228

2024-25 District Contact Information

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

2024-25 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.

WE ARE ANAHEIM HIGH SCHOOL.

Educational Highlights:
In 2024, Anaheim High School graduated 375 students with a state Seal of Civic Engagement in the second year for the program. 182 students received the Seal of Biliteracy and 119 students received the Golden State Seal Merit Diploma.

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.

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 2,842 students. The student body consists of 94% Latino, 2.4% White, 0.1% Black or African American, 1.3% Asian, 0.01% Filipino, 0.01% Pacific Islander, 0% American Indian, and 0.5% two or more races. Anaheim High School operates a Schoolwide Title I Program and 91.4% of students receive free or reduced lunch. Many of our students are bilingual with 84.6% designating another language spoken at home. Students are served by a staff of 111 teachers, six ROP teachers, five administrators, seven counselors, three psychologists, two social workers, four speech and language pathologists, and 81 classified support staff.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	699
Grade 10	701
Grade 11	724
Grade 12	695
Total Enrollment	2,819

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Non-Binary	.01
American Indian or Alaska Native	0
Asian	1.3
Black or African American	0.1
Filipino	0.01
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0.01
Two or More Races	0.5
White	2.4
English Learners	34.2
Foster Youth	0.1
Homeless	4.5
Socioeconomically Disadvantaged	97
Students with Disabilities	14.2

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.90	83.55	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	3.80	2.92	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.70	8.25	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	6.80	5.28	99.80	7.45	14303.80	5.15
Total Teaching Positions	130.30	100.00	1340.00	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	4.00	2.3
Misassignments	4.30	6.30	8.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.30	10.30	10.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.80	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.80	6.4	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.70	2.9	3.6

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

2024-25 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 December 13, 2024.

Year and month in which the data were collected	December 13, 2024

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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that	Yes	0

support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition.
The following books were adopted for the 24-25 school year:
Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas
Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas
Physics of the Universe uses OpenSciEd.org online resource There is one textbook available per student.Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.The following instructional materials were adopted in 2024 for the high school level:Living Earth- Savvas- Miller & Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource.Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.

History-Social Science	History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks. 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 Clever 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. The district has an approved list for World Languages: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018	Yes	0

American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018

American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018

Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020

Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020

Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020

French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024

French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024

French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024

French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024

AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016

Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016

Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016

Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004

Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004

Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023

Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023

Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024

Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023

Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016

Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016

Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024

Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024

Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024

Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024

Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017

Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin

	Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017 Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017 AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023 AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013 IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020 Vietnamese 1 and Vietnamese 2: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019 Vietnamese 3: Ti?ng Vi?t M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020 Vietnamese 4H and Vietnamese 5H: Ti?ng Vi?t M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020 Vietnamese 6H: Ti?ng Vi?t M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020		
Health	Health textbooks, are Comprehensive Health Text (Goodheart-Wilcox) and were adopted in 2017-2018. 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

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

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 October 14 - October 18, 2024

Year and month of the most recent FIT report	October, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	X			
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			There is a big hole in the wall, by the middle window, in Room 7. Planned Action to be Taken: Repair the big hole in the wall, by the middle window, in Room 7
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ground is bowing at the west side of pool. Planned Action to be Taken: Repair the 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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	41	42	42	46	47
Mathematics (grades 3-8 and 11)	9	12	24	24	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	700	661	94.43	5.57	41.36
Female	322	306	95.03	4.97	45.10
Male	378	355	93.92	6.08	38.14
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	646	610	94.43	5.57	39.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	65.22
English Learners	208	182	87.50	12.50	9.94
Foster Youth	--	--	--	--	--
Homeless	24	17	70.83	29.17	29.41
Military	55	53	96.36	3.64	32.08
Socioeconomically Disadvantaged	646	614	95.05	4.95	40.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	104	93.69	6.31	19.42

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	701	674	96.15	3.85	12.46
Female	323	314	97.21	2.79	10.19
Male	378	360	95.24	4.76	14.44
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	646	623	96.44	3.56	10.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	25.00
English Learners	209	195	93.30	6.70	2.05
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	8.70
Military	55	53	96.36	3.64	3.77
Socioeconomically Disadvantaged	647	626	96.75	3.25	11.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	103	92.79	7.21	6.80

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.08	19.49	28.38	28.30	30.29	30.73

2023-24 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	1390	1362	97.99	2.01	19.81
Female	671	661	98.51	1.49	17.42
Male	719	701	97.50	2.50	22.06
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1296	1272	98.15	1.85	18.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	36.84
English Learners	368	352	95.65	4.35	1.71
Foster Youth	--	--	--	--	--
Homeless	40	39	97.50	2.50	10.26
Military	94	93	98.94	1.06	12.90
Socioeconomically Disadvantaged	1046	1023	97.80	2.20	18.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	189	180	95.24	4.76	6.70

2023-24 Career Technical Education Programs

Anaheim High School offers a variety of Career and Technical Education (CTE) courses, with 12 robust CTE Pathways: 1.) Entrepreneurship & Self-Employment 2.) Biotechnology 3.) Residential & Commercial Construction 4.) Patient Care-Dental 5.) Food Service & Hospitality 6.) Production and Managerial Arts 7.) Design, Visual & Media Arts 8.) Software & Systems Development 9.) Public Safety - JROTC 10.) Child Development 11.) Public Safety - Law & Legal 12.) Energy & Power Technology with 37% of our students enrolled in CTE programs. The Anaheim Performing Arts Conservatory (APAC) provides dance, theater, and music courses that support the CTE Pathways, with 45% of our students enrolled in VAPA courses.

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

2023-24 Career Technical Education Programs

advisory boards represents the surrounding region.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1660
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.6
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.38
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	68.68

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90	88	92	91	92

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.

2024-25 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 Specialist (FACES) offers 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 FACES 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, eKadence and Parent Square - Assistance-hosted by our Family and Community Engagement Specialists
12. Parent Book Club
13. Love and Logic Parenting Classes
14. Parent hikes in collaboration with the City of Anaheim Project Say
15. Arts and Crafts
16. Newcomer Posada
17. Safety Committee
18. Parent Summits at various colleges and universities
19. Attendance at California Association of Bilingual Educators (CABE)
20. Community Schools Site Team
21. Community Closet Involvement
22. Anaheim Market Involvement
23. WASC Parent Focus Groups

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.8	2.2	2.1	3.6	4.1	4.1	7.8	8.2	8.9
Graduation Rate	94.6	95.5	96.7	92.4	91.0	93.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	580	561	96.7
Female	291	285	97.9
Male	289	276	95.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	543	525	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	11	91.7
English Learners	142	129	90.8
Foster Youth	--	--	--
Homeless	45	42	93.3
Socioeconomically Disadvantaged	560	544	97.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	73	63	86.3

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2902	2837	815	28.7
Female	1418	1390	415	29.9
Male	1479	1443	398	27.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	7	53.8
Asian	39	36	5	13.9
Black or African American	27	27	11	40.7
Filipino	16	16	2	12.5
Hispanic or Latino	2711	2654	761	28.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	5	41.7
White	79	74	24	32.4
English Learners	1017	989	364	36.8
Foster Youth	23	22	13	59.1
Homeless	129	122	47	38.5
Socioeconomically Disadvantaged	2713	2659	773	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	438	433	162	37.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.46	4.79	5.1	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.10	0.00
Female	4.30	0.00
Male	5.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.69	0.00
Asian	2.56	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	5.06	0.00
English Learners	6.59	0.00
Foster Youth	8.70	0.00
Homeless	7.75	0.00
Socioeconomically Disadvantaged	5.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.99	0.00

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

2024-25 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

2024-25 School Safety Plan

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 11/7/24, 12/12/24, 2/20/25, and 3/10/25 . The Safety Plan will be submitted for approval on March 1, 2025.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	35	23	50
Mathematics	28	24	23	50
Science	30	13	20	43
Social Science	30	13	13	38

2023-24 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	390.57

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	3
Social Worker	3
Nurse	1
Speech/Language/Hearing Specialist	3.2
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$11,380	$2,515	$8,865	$106,579
District	N/A	N/A	10,142	$110,806
Percent Difference - School Site and District	N/A	N/A	-13.4	-3.9
State	N/A	N/A	$10,771	$101,698
Percent Difference - School Site and State	N/A	N/A	-19.4	4.7

Fiscal Year 2023-24 Types of Services Funded

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

1. APEX credit recovery–Local Control Funding Formula (LCFF)
2. Academic tutoring and after-school credit recovery - LCFF
3. 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
10. Hiring of literacy (ELD) teachers and AVID teachers who support in-class interventions-Title I
11. Translator-LCFF funding
12. PE Programs-Title IV funding
13. Community Schools Lead-Community Schools grant funding
14. Neutral Ground/Gang Abatement Program - Title IV and LCFF
15. 5C's/lesson design coach - Title I
16. MINGA communication system - LCFF

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$61,034	$62,635
Mid-Range Teacher Salary	$104,665	$101,698
Highest Teacher Salary	$133,937	$128,982
Average Principal Salary (Elementary)	$0	N/A
Average Principal Salary (Middle)	$149,493	$162,013
Average Principal Salary (High)	$161,969	$182,697
Superintendent Salary	$328,935	$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.4

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	5
Mathematics	2
Science	5
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

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

Professional Development

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 Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	4	4