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

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

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

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

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

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Anaheim Hills Elementary School
Street	6450 E. Serrano Ave.
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6169
Principal	Fayroze Mostafa
E-mail Address	Fmostafa@orangeusd.org
Web Site	
CDS Code	30-66621-6097364

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

At Anaheim Hills Elementary the staff recognizes that the years from kindergarten through sixth grade are a time of uninhibited wonder, enthusiasm for learning and exceptionally rapid growth.

During this time, children develop identities socially, emotionally, physically, and intellectually which often determine the future course of their lives.

Anaheim Hills Elementary School provides a strong academic focus for our students along with an environment that supports the building of positive behavior, social relationships and individual responsibility. Students' individual needs are a focus for teachers. Parents are always a welcome part of our instructional program and parent volunteers, at school and at home, help to support our program. Our very involved PTA are also partners in supporting our academic program by providing enrichment opportunities, support materials and supplementary programs.

All administration and staff are implementing the new Common Core Standards with a strong focus on Tier 1 of RtI delivering best first instruction. In grades kindergarten - fifth Daily 5 has been implemented, which allows students to practice reading and writing on a daily basis. In addition, the Daily 5 allows teachers the time to pull students for small group instruction to improve student achievement. A 45 minute daily writer's workshop model is being implemented this year using Write From The Beginning and Beyond. Grades K-6 are implementing the Discovery Education Techbook. Other key focus areas this year include, but are limited to the integration of technology into our curriculum, and improvement in reading comprehension. Additionally, meeting the individual needs of all students in the classroom through leveling and small group instruction, school intervention, and enrichment programs are available. Continuing attention is made to use various sources of assessment data for instructional purposes to best support our students. Staff Development is encouraged and continuous. Teachers attend and participate in staff development each year and share what they have learned at the trainings during staff meetings.

ANAHEIM HILLS MISSION STATEMENT
It is the mission of AHES is to provide an education of the highest quality, blending the resources of the home, school, and community. We are committed to empowering students to reach their full potential with rigorous academic standards. We develop confident children who can collaborate, create, and communicate in a constantly evolving world.

VISION FOR ANAHEIM HILLS ELEMENTARY
Our main focus is encompassed in our motto:
"PRIDE"

"P"erserverance
"R"espect/Responsible
"I"ntegrity
"D"edicated
"E"xcellence in ALL things

The staff of AHES strives to meet the needs of the children in a warm and supportive atmosphere and to provide opportunities for children to achieve their highest potential in the community.

AHES provides an environment that encourages the building of positive behavior, social relationships and individual responsibility. In addition to focusing on the Common Core Standards, providing all our students with access to the Core Curriculum, and promoting positive values is included as a part of the student curriculum.

Student diversity is valued at AHES and students' individual academic and social needs are a focus for teachers.

In order to achieve this educational vision the students, staff, parents and community are committed to the following goals:

- High academic standards and expectations for all students
- Students will acquire skills and attitudes which will promote a commitment to be lifelong learners
- Students are encouraged to be and will be taught to be critical thinkers, communicate, collaborate and be creative through cooperative learning experiences, technology resources, manipulative materials and science experiments
- Students are promoted from our school with a positive attitude, independence, self-motivation, responsibility and an acceptance of others which enables them to become productive members of society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	57
Grade 1	69
Grade 2	81
Grade 3	72
Grade 4	80
Grade 5	63
Grade 6	94
Total Enrollment	516

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	20.9
Filipino	3.9
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0
White	46.7
Two or More Races	10.1
Socioeconomically Disadvantaged	5.8
English Learners	6.2
Students with Disabilities	8.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	18	17	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in and 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Most sections of the FIT Report were marked in Good Repair. The custodians and office manager stay on top of inputting work orders for repairs to be needed. The head custodian and principal complete quarterly facilities inspections to stay on top of needs as they may arise at the site. Our night custodian staff changed this year. We have put in work orders to replace and/or repair the items that are in fair/poor condition.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7.14.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Kindergarten 1: 4: Ceiling tile has hole above sink. 7: Need cover over phone line box Library Media Center: 4: Stained and broken ceiling tiles Men's Staff Restroom: 4: Missing ceiling tiles; need access panels installed for plumbing lines Portable 42
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Daycare: 7: Missing cover over empty single gang box Kindergarten 1: 4: Ceiling tile has hole above sink. 7: Need cover over phone line box Portable 42: 4: Carpet stained and dirty 7: Exposed wiring above clock (protected with wire nuts) Room 14: 4: Ho
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Book Room: 9: Leaking faucet Boy's Restroom by Room 10: 8: Missing soap dispensers Girl's Restroom by Room 10: 8: Missing soap dispensers
Safety: Fire Safety, Hazardous Materials	X			Kitchen: 10: Missing fire extinguisher at doorway Room 11: Room 8: 10: Fire alarm pull station removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Computer Lab: 9: Sink and drinking fountain inoperable. 15: Back door does not self close/latch K1 & K2 Playground: 14: Exposed threads of bolts on climbing (Southwest) apparatus (2 locations); Upper climbing board is cracked

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7.14.16				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	71	74	50	53	44	48
Mathematics	59	71	38	40	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	74	100.0	60.8
	4	81	80	98.8	83.8
	5	64	63	98.4	77.8
	6	97	96	99.0	74.0
Male	3	44	44	100.0	50.0
	4	40	39	97.5	76.9
	5	41	40	97.6	70.0
	6	46	45	97.8	62.2
Female	3	30	30	100.0	76.7
	4	41	41	100.0	90.2
	5	23	23	100.0	91.3
	6	51	51	100.0	84.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	19	19	100.0	52.6
	4	11	11	100.0	90.9
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	19	19	100.0	94.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	14	14	100.0	71.4
	4	11	11	100.0	72.7
	5	--	--	--	--
	6	13	13	100.0	46.1
White	3	29	29	100.0	51.7
	4	43	42	97.7	81.0
	5	38	37	97.4	83.8
	6	50	49	98.0	69.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	90.9
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	74	100.0	70.3
	4	81	81	100.0	79.0
	5	64	63	98.4	71.4
	6	97	97	100.0	65.6
Male	3	44	44	100.0	72.7
	4	40	40	100.0	77.5
	5	41	40	97.6	72.5
	6	46	46	100.0	62.2
Female	3	30	30	100.0	66.7
	4	41	41	100.0	80.5
	5	23	23	100.0	69.6
	6	51	51	100.0	68.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	19	19	100.0	73.7
	4	11	11	100.0	90.9
	5	--	--	--	--
	6	19	19	100.0	94.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	14	14	100.0	71.4
	4	11	11	100.0	72.7
	5	--	--	--	--
	6	13	13	100.0	46.1
White	3	29	29	100.0	69.0
	4	43	43	100.0	72.1
	5	38	37	97.4	86.5
	6	50	50	100.0	63.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	88	98	73	68	64	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	64	63	98.4	98.4
Male	41	40	97.6	97.5
Female	23	23	100.0	100.0
White	38	37	97.4	100.0

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

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.9	34.9	52.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is a strong asset at Anaheim Hills Elementary School. PTA involvement is active and strong with a high rate of memberships. The commitment of parents and community involvement at Anaheim Hills School is exemplary and provides tremendous support for students, staff and programs. Parents view education as a partnership with the school and realize that student success is a shared responsibility. Family support is critical and skills learned at school must be practiced and reinforced in order to ensure that our students meet the highest standards.

Parents at Anaheim Hills are committed to ensuring educational excellence. Anaheim Hills Elementary School Site Council (SSC), composed of staff and parents, reviews the instructional program and approves additional state funding for staff development, supplemental educational materials and instructional assistants. The SSC meets a minimum of 6 times a year and invites all interested parents to attend its meeting.

Many of our parents work numerous hours volunteering their time and talents in the classrooms. They assist teachers in working with small groups of children on special projects and help with the myriad of tasks that need to be done.

Anaheim Hills' parents coordinate an annual book fair, 6th grade Outdoor Education fundraising, Panther Pride Day, Red Ribbon Week activities, Field Day, Fall Festival, Spring Family Movie Night, Battle of the Books, and Boohoo/Yahoo. They assist with vision and hearing screening and school pictures; they publish a monthly newsletter, school directory, maintain a PTA website and yearbook.

Due to the successful fundraisers, the Anaheim Hills PTA contributes directly to educational activities and students' curriculum. Profits from these funds support educational programs. These include enrichment assemblies such as the Traveling Scientist, Art Masters, Yorba Linda Spotlight, and a Physical Education Teacher. In addition, PTA funds support our student incentive program, purchase library books and classroom materials. PTA and the Dad's Club have raised money to purchase: Smart Boards, Document Cameras and a new computer lab for students.

Needless to say, Anaheim Hills is fortunate to have such supportive parent and community commitment and involvement.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	0.6	1.3	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect. Fire drills, earthquake evacuation drills, and lock down drills are held on a rotating basis each month. Staff and students are trained on implementation of these drills. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Anaheim Hills Elementary School. Our school strives to maintain a safe and secure campus. Visitors are required to enter and sign in through the office and wear visitor badges for identification.   The Safe School Plan was approved by the School Site Council in February 2016.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	2013-14 1-20	2013-14 21-32	2013-14 33+	2014-15 Avg. Class Size	2014-15 1-20	2014-15 21-32	2014-15 33+	2015-16 Avg. Class Size	2015-16 1-20	2015-16 21-32	2015-16 33+
K	30		3		31		2		31		2	
1	27		1		27		3		27		3	
2	27		2		30		2		30		2	
3	29		3		30		3		30		3	
4	32		1	1	32		2		32		2	
5	31		2	1	30		3		30		3	
6	34			2	35			2	35			2
Other	27		1									

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	4130.84	27.47	4103.37	68259.25
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	6.2	-7.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-23.8	-6.5

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

Types of Services Funded (Fiscal Year 2015-16)

Anaheim Hills Elementary operated the following categorical programs for the 2015-16 school year:
Local Control Funding Formula Funds - to support foster youth, English learners, and socioeconomically disadvantaged students. Services include extensive teacher and support provider professional development, coverage for classroom teachers to observe instructional strategies, and technologies for student engagement and small group activities.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

School based staff professional development is continuous, on-going and conducted on modified Wednesdays. AHES uses the Modified Wednesdays as planning days to: expand our strategies for implementing RtI (Response to Instruction and Intervention), application of Thinking Maps and Write From the Beginning and Beyond, EnVision math and Mathematical Practices, incorporating technology in the classroom, differentiating instruction to meet the needs of all students, review and analyze data and develop a plan to address the areas of need (individual, class, grade level, and school) including English Learners.

Professional development conducted is a result of staff looking at student achievement data and identified needs of the staff members. Teachers are supported by our RtI teacher through in class coaching and teacher-principal meetings.

The primary area of focus is first best instruction, implementing the common core, and writing. 2015-2017 Two teachers attended the UCI Writing Project, five teachers attend the Daily 5/CAFE conference, three teachers and the principal attended the FIT (Framework for Intentional and Targeted Teaching) conference, two teachers will be attending a conference on implementing project based activities using technology, all kinder teacher and the principal will be attending the California Kinder Conference,and two teachers and the principal will be attending a the CUE conference.