

# **Anaheim Hills Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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	Nicole Van Wilgen Moore
Email Address	AnaheimHillsPrincipal@orangeusd.org
Website	<a href="https://www.orangeusd.org/anaheim-hills-elementary-school">https://www.orangeusd.org/anaheim-hills-elementary-school</a>
County-District-School (CDS) Code	30-66621-6097364

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	<a href="http://www.orangeusd.org">www.orangeusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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. 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. Student diversity is valued at AHES and students' individual academic and social needs are a focus for our 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. Other key focus areas this year include, but are not limited to differentiated literacy instruction, the integration of technology into our curriculum, and incorporating STEM instruction. 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 to develop empathetic leaders with purposeful life-skills who enjoy learning in a safe, supportive, and fun environment!

## VISION FOR ANAHEIM HILLS ELEMENTARY

Our main focus is encompassed in our motto:

"Panther PRIDE"

"P"ersistence

"R"esponsibility

"I"ntegrity

"D"edication

"E"xcellence in ALL things

In order to achieve this educational mission and 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 2019-2020)

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	76
Grade 3	72
Grade 4	54
Grade 5	65
Grade 6	79
Total Enrollment	512

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	20.1
Filipino	5.7
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.2
White	46.9
Two or More Races	9
Socioeconomically Disadvantaged	10.2
English Learners	7.2
Students with Disabilities	4.1
Homeless	0.6

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	23	23	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** September 2020

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. 9-20-21 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 September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
<b>Mathematics</b>	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%
<b>Science</b>	Amplify Science was adopted in 2019 for 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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	N/A		N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

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

## School Facility Conditions and Planned Improvements

Most sections of the FIT Report were marked in Exemplary. 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 communicates daily with our head custodian about any new areas of concern that arise. We put in work orders to replace and/or repair the items that are in fair/poor condition and any additional items noted in the report. District facilities person does a walk through once a year to review open work orders.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/6/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Room 14: No water to sink
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	77	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	76	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	62	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

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 5 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- even from a distance. During a traditional school year, 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, BOOfest, 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 Physical Education equipment. 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 computer carts, radios for safety and helped to create our STEM lab.

For information on how to become involved in these parent groups or events, please contact the AHES front office. Needless to say, Anaheim Hills Elementary School is fortunate to have such a supportive parent and community who are so committed and involved in our students' education.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	1.0	0.0	2.8	2.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.19	0.003%	
<b>Expulsions</b>	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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, update 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 the 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 May 2020.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	32		2		32		2	1	31		1	
1	32		2		32		2		30		2	
2	31		2		26		3		30		2	
3	29		2		26		2		32		2	
4	29		3		33			2	31		1	
5	33			2	26		3		24	2	3	
6	29		3		33		1	1	23	2	4	
Other**	11	1			12	1			29		3	

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

Title	Number of FTE* Assigned to School
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4985.38	0	\$4985.38	\$80586.15
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	-28.1	-7.4
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-43.4	-3.0

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

#### Types of Services Funded (Fiscal Year 2019-2020)

Anaheim Hills Elementary operated the following categorical programs for the 2019-20 school year:

Local Control Funding Formula Funds - to support foster youth, English learners, and socioeconomically disadvantaged students. Part of AHES categorical funds were used to purchase technology to support the language acquisition of our English Learners. In addition, extensive teacher and support was provided through professional development, coverage for data analysis and small group intervention planning. In addition, the AHES PTA funds additional programs for our TK-6th grade students including visual and performing arts, science experiences, and foreign language instruction opportunities.

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

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

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	14

School-based staff professional development is continuous and on-going. AHES uses the Modified Wednesdays as professional learning days to expand our strategies and instructional practices including the following: implementing MTSS (Multi-Tiered Systems of Support), improving best writing instruction through Write From the Beginning and Beyond, utilizing Mathematical Practices through EnVision math, incorporating WICOR AVID instructional strategies, integrating technology in the classroom, differentiating instruction to meet the needs of all students, reviewing and analyzing data to develop a plan to address the areas of need (individual, class, grade level, and school).

Professional development plans are created as a result of staff looking at student achievement data and identifying areas of focus. Teachers are supported by our district instructional coaches, educational specialists, grade-level teachers, and the principal. The primary area of focus is to use data to differentiate instruction to meet the needs of ALL students including EL, Foster Youth, At-Risk and GATE identified students.