

Western High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Western High School
Street	501 South Western Avenue
City, State, Zip	Anaheim, CA 92804-1699
Phone Number	(714) 220-4040
Principal	Daniel Lunt
E-mail Address	lunt_d@auhsd.us
Web Site	www.auhsd.us/western
CDS Code	30664313038239

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

Mission Statement: At Western High School, students will prepare to achieve their personal, academic, and career goals; to be a part of a diverse community; and to be responsible, contributing members of society.

Staff members embrace and model the following "Paths to Success," to better help prepare students to be college and career ready when they graduate from Western High School.

- Focus on results and continuous school improvement
- High expectations for learning
- Empower staff in decision making
- Demonstrate commitment to all stakeholders
- Foster a collaborative school culture
- Implement high quality instructional programs
- Collaborate on essential standards and effective instructional strategies
- Use assessment results to plan and adjust instruction
- Provide time for teachers to collaborate

As a California Distinguished School, Western High School has demonstrated repeatedly over the past decade our ability to meet the challenges necessary to prepare our students for success in the 21st Century. Our academic achievement, as measured by multiple measures, has yielded upper bracket ranking among 100 Similar Schools and when compared to all schools in California. We have also achieved Silver Medal ranking in the "U.S. News & World Report Best High Schools" report and a six-year accreditation.

Western offers a variety of programs to meet the needs of all of our students. Such programs include: Honors, Pre-AP, and AP courses; multiple career pathway programs--BITA (Building/Construction), JROTC, Culinary Arts, PLTW (Biomedical Careers), Health Careers, Law/Legal Careers, Business Systems & Technology, Digital Media/Video Production, and Dance; research-based intervention programs such as READ 180, Project-Based Learning, UCI Pathways, RAISE, Western Intervention (WIN), ELD and sheltered courses for English Learners, and inclusion courses for students with disabilities; core academic courses designed to prepare students for college entrance; Visual and Performing Arts programs--instrumental music, vocal music, and Drama; an excellent athletics program; after school programs--PASS, tutoring, Anaheim Achieves (YMCA) and Gear UP ; and a variety of clubs and opportunities for students to get involved in the school community. Students at Western are challenged to do their very best at all times and are encouraged to continue their education/training beyond high school graduation.

As a commitment to preparing our students for 21st Century careers, we are utilizing iPads, Chrome Books and Laptops in the classrooms. Students utilize programs such as Haiku and Google Docs for classwork and assessments. We are also utilizing immediate response handheld technology to gather instant response and feedback from students in the classroom.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	595
Grade 10	577
Grade 11	500
Grade 12	483
Total Enrollment	2,155

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.3
Asian	8.5
Filipino	5.7
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	1.4
White	13.3
Two or More Races	4.0
Socioeconomically Disadvantaged	78.3
English Learners	20.8
Students with Disabilities	10.7

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	83	86	89	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	3	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	1	3	4
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

Year and month in which data were collected: July 2008

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 indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). Multiple core novels and/or non-fiction books or texts are assigned to students according to grade-level curriculum. All students have their own copy of these novels and texts.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2013-14 for Math 3. All other course materials were adopted in 2008-9 (courses other than Math 3). Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. Students have access to classroom sets of textbooks.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	All students in the visual and performing arts courses have access to necessary materials.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	All science labs at Western High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Western High School opened in 1957. The 40 acre campus includes 44 regular classrooms plus a number of portable classrooms. There are 19 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes a forum, a cafeteria, a media center, two gyms, a pool facility, a lecture hall 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 and deep cleaning, including waxing of floors and painting, takes place during times when students are not in session. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on November 03, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2014				
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]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	60	55	60	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	60
Male	65
Female	54
Black or African American	45
American Indian or Alaska Native	
Asian	85
Filipino	63
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	
White	64
Two or More Races	64
Socioeconomically Disadvantaged	57
English Learners	22
Students with Disabilities	18
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	51	49	49	54	52	54	56	55
Mathematics	34	38	31	35	37	35	49	50	50
History-Social Science	51	50	50	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	6
Similar Schools	8	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-13	12	-13
Black or African American			
American Indian or Alaska Native			
Asian	-18	32	-23
Filipino	-9	21	
Hispanic or Latino	-6	5	-5
Native Hawaiian/Pacific Islander			
White	-8	31	-19
Two or More Races			
Socioeconomically Disadvantaged	-13	20	-14
English Learners	4	24	-31
Students with Disabilities	-77	89	-37

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Western High School has ten career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2013-14 school year courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Health Science & Medical Technology; Hospitality, Tourism, & Recreation; and Public Services.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	789
% of pupils completing a CTE program and earning a high school diploma	93.78%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.61
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.04

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 English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	48	48	49	53	55	46	56	57	56
Mathematics	58	57	60	58	57	51	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	34	23
All Students at the School	51	26	23	40	41	19
Male	54	29	17	38	41	21
Female	48	24	29	42	40	18
Black or African American	50	36	14	64	27	9
American Indian or Alaska Native						
Asian	35	17	48	12	38	50
Filipino	31	28	41	26	44	30
Hispanic or Latino	58	24	18	45	41	13
Native Hawaiian or Pacific Islander						
White	41	34	25	33	43	25
Two or More Races	56	39	6	50	33	17
Socioeconomically Disadvantaged	53	26	21	41	41	18
English Learners	91	7	3	73	23	3
Students with Disabilities	94	6		90	8	2
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.1	30.1	23.7

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 (Most Recent Year)

We believe strongly that parent involvement is a key factor to a student's success. Parents involvement at Western High School is highly encouraged and takes a variety of forms. Most importantly, parents are encouraged to become involved in their students' academic success through academic monitoring. Parents are all provided with access to their students' records online through Aeries. There are a variety of opportunities for parents to become involved in the school's decision-making process, including: School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), focus groups that create/monitor/revise school progress towards goal achievement, and Band & Athletic Booster organizations. Parents are encouraged to contact and maintain communication with their students' teachers. Parents are also encouraged to utilize the Western High School website for important information and the Naviance Family Connections program (on-line) for assistance with academic and career planning. The TeleParent automated caller is also used to assist with communication between home and school. Information is available to parents regarding college and financial aid/scholarship opportunities through direct consultation with counselors as well as several college, scholarship and Parent Learning University Strategies (PLUS) evenings, which are conducted by the Counseling Department.

Opportunities for parents to receive training on high school graduation requirements and expectations, planning for their student's path to college or career and in how to utilize the student information system (Aeries) exist through GEAR UP trainings and the full time parent liaison.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.9	4.2	2.2	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	90.31	92.35	94.59	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	93.20	84.19	84.56
Black or African American	91.67	82.48	75.90
American Indian or Alaska Native	0.00	88.89	77.82
Asian	97.10	95.77	92.94
Filipino	91.89	95.24	92.20
Hispanic or Latino	91.75	79.58	80.83
Native Hawaiian/Pacific Islander	88.89	86.36	84.06
White	97.37	89.89	90.15
Two or More Races	90.48	89.10	89.03
Socioeconomically Disadvantaged	100.31	87.67	82.58
English Learners	60.00	52.83	53.68
Students with Disabilities	54.55	59.15	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.1	6.4	3.8	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Western High School plan is currently under revision and review by the staff. Revision and review to be completed by January 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	39.6	19	9	52	28	27	14	46	28	24	20	39
Mathematics	38.3	7	9	48	33	9	11	44	34	5	10	46
Science	40.3	3	4	45	35	4	8	41	36	5	1	43
Social Science	47.8	4	1	39	32	10	10	31	31	10	9	33

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	539
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	1	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,006	\$1,981	\$6,025	\$85,510
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	225.3	0.4
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	28.5	18.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Western High School receives categorical funds for certain special programs. Economic Impact Aid-English Learner (EIA-LEP) funds provide training, equipment, and supplemental materials for English Learners.

The school has a Title I schoolwide program, and the funds are used to target interventions and support for all students, with an emphasis on those who require additional academic supports in mathematics and English. *Qualifying Western High School students also participate in Supplemental Educational Services (SES) through the Title I program. Carl Perkins funds are provided and used for Career Technical Education. Project Lead the Way funding is used for students, materials, and resources associated with the Biomedical Tech career pathway.

*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	2	---
Science	2	---
Social Science	2	---
All courses	12	0.5

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. The Lesson Design Specialist (LDS) serves as a "teacher coach" on campus and works with staff to enhance their teaching as well.