

Walker Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Walker Junior High School
Street	8132 Walker Street
City, State, Zip	La Palma, CA 90623-2049
Phone Number	(714) 220-4051
Principal	Jennifer L. Brown
Email Address	brown_j@auhsd.us
Website	http://walkerjhs.org/
County-District-School (CDS) Code	30664316058903

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

School Description and Mission Statement (School Year 2019-20)

Mission Statement:

The mission of Walker Junior High School is to provide rigorous programs and curricula, in which our students are challenged to meet high levels of academic achievement. Students will become compassionate life-long learners as they develop a greater sense of their role in the global community. Walker will provide a comprehensive system of support services that will ensure that all students learn.

General Information:

Walker Junior High School is truly a community school with strong connections to both the local businesses, families and a strong alumni base. We are a two-year junior high school that offers seven class periods per day. Seven periods allows students to have two elective classes. As a result, in addition to a strong and rigorous core program, students have the opportunity to experience band, theatre, choir, art, Spanish, Korean, home economics, woodshop, computers, multi-media, STEAM (Science, Technology, Engineering, Arts, and Math), multi-cultural awareness, yearbook, and speech. We believe in exposing students to a variety of electives, so that they can experience an array of offerings, and see if there are particular pathways they are interested in following in high school. Our core classes teach the content standards through literacy and collaboration, communication, creativity and critical thinking. We strive to teach our students 21st century skills, so they are prepared to succeed in high school, college, and in their careers.

Highlights:

At Walker Junior High School, its STEAM Academy was recognized as a Gold Ribbon model program in 2015. The STEAM Academy, focuses on several STEAM-centric learning opportunities, including computer programming through the lens of video game development, working with drones, electronics, and microcontroller programming culminating in robotics work. This academy is the first step of the Exclusive Pathway between Walker and Kennedy High School; the Kennedy Institute of Technology and Engineering.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	521
Grade 8	506
Total Enrollment	1,027

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
Asian	16.4
Filipino	11
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	0.8
White	17.2
Two or More Races	4.7
Socioeconomically Disadvantaged	56
English Learners	9.4
Students with Disabilities	11.3
Foster Youth	0.1
Homeless	20.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	42	42	43	1205
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	6	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

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 in September 2018.

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.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Walker Junior High School opened in 1959. The 27 acre site includes 26 regular classrooms and a number of portable classroom buildings. There are 18 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.). The site also includes a cafeteria, a library, a gym, 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 on October 22, 2019.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: October, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	56	44	46	50	50
Mathematics (grades 3-8 and 11)	41	36	27	28	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1023	1015	99.22	0.78	55.52
Male	540	534	98.89	1.11	48.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	483	481	99.59	0.41	63.83
Black or African American	47	46	97.87	2.13	45.65
American Indian or Alaska Native					
Asian	171	171	100.00	0.00	73.68
Filipino	110	110	100.00	0.00	80.00
Hispanic or Latino	463	459	99.14	0.86	43.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	171	169	98.83	1.17	51.48
Two or More Races	52	51	98.08	1.92	66.67
Socioeconomically Disadvantaged	569	564	99.12	0.88	47.42
English Learners	234	234	100.00	0.00	44.02
Students with Disabilities	119	114	95.80	4.20	15.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	114	114	100.00	0.00	50.88

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 (i.e., achieved Level 3-Alternate) 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1023	1015	99.22	0.78	36.49
Male	540	534	98.89	1.11	35.65
Female	483	481	99.59	0.41	37.42
Black or African American	47	46	97.87	2.13	23.91
American Indian or Alaska Native					
Asian	171	171	100.00	0.00	64.33
Filipino	110	110	100.00	0.00	59.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	463	459	99.14	0.86	23.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	171	170	99.42	0.58	30.59
Two or More Races	52	51	98.08	1.92	43.14
Socioeconomically Disadvantaged	569	563	98.95	1.05	28.29
English Learners	234	234	100.00	0.00	27.90
Students with Disabilities	119	114	95.80	4.20	7.96
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	114	114	100.00	0.00	33.33

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 (i.e., achieved Level 3-Alternate) 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 Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	17.8	24.1	31.0

Note: 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.

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 2019-20)

Walker Junior High is a family friendly school. Walker offers parents the opportunity to be involved in a strong PTSA, English Learner Advisory Committee (ELAC), and School Site Council, as well as several volunteer opportunities. Walker has an established cohort of skilled volunteers to help with lunchtime activities and supervision on a daily basis. Through the Walker Engagement Passport families are encouraged to track engagement as they participate in school activities. Walker facilitates communication to students and parents in a variety of ways, including home calls, the school website, College/Career Night, Back to School Night/Open House, Career Day, Aeries (student information system) Parent Portal training, Coffee with the Principal, and parent workshops on many topics that are of interest to parents. Walker reaches out to 6th-grade parents through a 6th grade Walker Showcase. Additionally, Walker utilizes its counseling department to reach out to feeder elementary schools, and reaches out to the elementary schools through selected elective and academic programs.

We share a Family and Community Engagement Specialist (FACES) with Hope School to provide a parent link to the schools. Through this collaboration, we offer the Parent Leadership Academy twice a year in English, Spanish, and Korean. Through our Family and Community Engagement Team and newly opened Family and Community Engagement Center we host a variety of parent and community workshops, trainings, and activities. The goal of a Family & Community Engagement Center is to help all families succeed, and we do that by removing barriers and connecting families with available community resources. "The Center" is the hub of support for the Walker community. Help can come in many forms: anything from student homework help and school supplies, to health services and dental care, clothing, food, emergency housing, job assistance and more. All of our services are free and available to the community. More than just a resource, The Center @ Walker is a catalyst for community engagement; inviting and encouraging connections. It houses programs that affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society. Our calendar for Parent and Community workshops is already full- we literally start with our first workshop in August and don't stop until school is out. The Center @ Walker is the place to collaborate, learn, and grow as a community. The Center is an environment for learning and sharing of information. We have the following workshops/programs for our community that will be held in The Center:

Multiple Meeting Programs:

- Parent Leadership Academy
- Parenting with Love and Logic
- Parent Leadership Academy 2
- Strengthening Families
- Spring TBD
- Parent Learning Walks
- Coffee w/ Principal
- PTSA Meetings
- ELAC Meetings

Single Meeting Workshops:

- Weekly Technology Learning Labs (FACES Presentation)
- Social Media & Teens- What You Need to Know (ADMIN & LCSW Presentation)
- Teens and the Law (SRO Presentation)
- Stress & Anxiety for Teens (OCDE Presentation)
- Teens & Drugs (SRO & CASA YOUTH SHELTER Presentation)
- Other Workshops as needed (FACES Presentation)

All parents are encouraged to get involved and volunteer at Walker. We look forward to meeting all of you!

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.8	4.1	2.0	5.8	4.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the the site Safety Team and School Site Council in order to determine any needed changes. The Walker Junior High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	9	22	16	28	9	20	15	27	8	24	10
Mathematics	34	2	7	25	33	3	6	24	31	3	13	17
Science	31	2	17	17	34	2	9	21	32	2	9	21
Social Science	32	2	12	25	31	3	14	20	30	2	21	11

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	513.5

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,851	\$2,813	\$9,037	\$98,197
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	-0.5	5.4
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	18.5	10.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: Special Education, Title II Professional Development, Local Control Funding Formula (LCFF), Title IV and Perkins funding. Through the Local Control Funding Formula (LCFF) we are able to support struggling students and English learners with additional supports and interventions. Specialized courses during the school day such as an Intensive Reading course for students who are in need of additional reading support, STEAM, ASB, World Languages, Woodshop, Band, Choir, Drama, Art, Culinary, 3D Design, Multimedia, NGSS science labs, and many more are supported through the LCFF and Title IV funds. Outside the school day, we offer tutoring before school on Tuesdays and Homework Club after school Mondays through Thursdays in Homework Club. Additionally, we offer specialized academies for intervention and support through the Saturday Academy structure. Through our partnership with the City of La Palma we offer an after school program called Inspo Teen to provide students with a healthy and safe place to socialize.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,841	\$52,466
Mid-Range Teacher Salary	\$94,336	\$87,373
Highest Teacher Salary	\$111,534	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$137,671	\$142,025

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$148,730	\$153,904
Superintendent Salary	\$260,000	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.