



# Santa Ana High School

520 West Walnut • Santa Ana, CA 92701-5559 • (714) 567-4900 • Grades 9-12

Julie Infante, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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#### District Governing Board

John Palacio, President

Cecilia Iglesias, Vice President

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#### District Administration

Richard Miller, Ph.D.  
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**Deputy Superintendent, Operations,  
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Dawn Miller  
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Education**

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**Assistant Superintendent of  
Elementary Education**

Doreen Lohnes  
**Assistant Superintendent, Support  
Services**

Joe Dixon  
**Assistant Superintendent, Facilities  
Planning and Governmental  
Relations**



### School Description

**Vision:** Students graduate healthy and well adjusted, academically competitive and prepared for college and careers. They are enthusiastic life-long learners that will be motivated to problem solve in order to positively contribute to society.

**Mission:** In order to realize the vision of Santa Ana High School, we commit to:

- Provide and maintain a safe and positive environment
- Develop, maintain and encourage strong partnerships and open communication with parents and the community
- Work collaboratively and challenge each other to provide rigorous student-centered learning environments, supported by high quality teaching
- Empower students, building confidence, promoting self discovery and equip students with the skills and knowledge necessary to be prepared for college and career choices
- Celebrate the successes of the groups and individuals that make up our community

### District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

## District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

## District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

## About the SARC

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 at (714) 567-4900.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	719
Gr. 10	758
Gr. 11	705
Gr. 12	656
<b>Total</b>	<b>2,838</b>

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	0.0
Hispanic or Latino	98.4
Native Hawaiian/Pacific Islander	0.1
White	0.6
Two or More Races	0.2
Socioeconomically Disadvantaged	96.3
English Learners	40.8
Students with Disabilities	11.4

## 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

Santa Ana High School	12-13	13-14	14-15
<b>Fully Credentialed</b>	126	105	102
<b>Without Full Credential</b>	1	1	1
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
Santa Ana Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	2,528
<b>Without Full Credential</b>	♦	♦	14
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Santa Ana High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	3	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	99.40	0.60
<b>High-Poverty Schools</b>	99.36	0.64
<b>Low-Poverty Schools</b>	100.00	0.00

\* 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)**

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district’s Board of Trustees. On October 14, 2014, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability &amp; Statistics</i>	9-12
<b>Language Arts</b>		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature &amp; Language Arts</i>	9-12
<b>Science(s)</b>		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy &amp; Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	13
<b>Social Science</b>		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal designee for routine maintenance, daily custodial duties, and special events preparations. The principal/designee and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal/designee inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Santa Ana High School took place on 7/18/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 7/18/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	6302 + 6304: Need cover for thermostat s/c: 254387 Need Fire Extinguisher and brackets s/c: 254386 6305: Need A/C thermo cover s/c: 254387 6308: Need covers for thermostat s/c: 254387 Need electrical cover on East wall s/c: 254377 Need bracket for Fire Extinguisher s/c: 254386 6312: Need A/C thermo cover s/c: 254387 Need cover for electrical outlets and light s/c: 254377 Need Fire Extinguisher and brackets s/c: 254386 7205: Need cover for thermostat s/c: 254387 Hallway Lounge RR Bldg.7 1st fl: Sewer cap is missing s/c: 254388 South East exit door not working (secured mode) s/c: 254385 Library: Need cover for thermostat outside MC3 s/c: 254387
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	6301: Hole on East wall s/c: 254385 8110: Need new carpet s/c: 254389 Band Rm + Hallway: Add piece of carpet about 2' x 21' s/c: 254389 C.C.C.: Need new carpet s/c: 254389 Need cover for outlet on the floor s/c: 254377 Girls Lockers: Four shower seats are falling off the walls s/c: 254386
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/18/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	3128 B: Electrical cover needed s/c: 254377 6308: Need covers for thermostat s/c: 254387 254387 Need electrical cover on East wall s/c: 254377 Need bracket for Fire Extinguisher s/c: 254386 6309: Need Electrical outlet cover s/c: 254377 6312: Need A/C thermo cover s/c: 254387 Need cover for electrical outlets and light s/c: 254377 Need Fire Extinguisher and brackets s/c: 254386 8205: North wall needs outlet cover s/c: 254377 Need Fire Extinguisher and bracket s/c: 254386 8211: Outlet cover needed s/c: 254377 Bldg.5 1st Fl Hallway & Restrooms: Girls RR-Hand dryer not working (heat but no air) s/c: 254377 Bldg.6 3rd Fl 6-306: Need electrical cover on East wall s/c: 254377 Need bracket for Fire Extinguisher s/c: 254386 Bldg.8 8102: Outlet cover needed s/c: 254377 C.C.C.: Need new carpet s/c: 254389 Need cover for outlet on the floor s/c: 254377
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Bldg.16 Hallway & Restroom: No water coming out of fountain in the hall s/c: 254388 Bldg.8 1st Fl Hallway: Missing drinking fountain (under work) s/c: 254388 Small RR & Gym Rm: Small Gym -Drinking fountain not working s/c: 254388 Training Rm: Drinking fountain needs "push" button s/c: 254388

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/18/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	1616: Need Fire Extinguisher and bracket s/c: 254386 6302 + 6304: Need cover for thermostat s/c: 254387 Need Fire Extinguisher and brackets s/c: 254386 6308: Need covers for thermostat s/c: 254387 Need electrical cover on East wall s/c: 254377 Need bracket for Fire Extinguisher s/c: 254386 6310: Need Fire Extinguisher and bracket s/c: 254386 6311: Need Fire Extinguisher and bracket s/c: 254386 6312: Need A/C thermo cover s/c: 254387 Need cover for electrical outlets and light s/c: 254377 Need Fire Extinguisher and brackets s/c: 254386 8104: Need bracket for Fire Extinguisher s/c: 254386 8109: Need Fire Extinguisher and bracket s/c: 254386 8203: Fire extinguisher bracket needed s/c: 254386 8205: North wall needs outlet cover s/c: 254377 Need Fire Extinguisher and bracket s/c: 254386 8209: Need Fire Extinguisher and bracket s/c: 254386 Bldg.6 3rd Fl 6-306: Need electrical cover on East wall s/c: 254377 Need bracket for Fire Extinguisher s/c: 254386	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Bldg.2 Hallway & Restrooms: Wall near custodial rm needs stucco repaired s/c: 254386	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Hallway 6-2nd Fl Tower: Exit doors to the tower have broken door spring back and missing baseboard s/c: 254385 Hallway Lounge RR Bldg.7 1st fl: Sewer cap is missing s/c: 254388 South East exit door not working (secured mode) s/c: 254385	
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [X]	<b>Fair</b> [ ]	<b>Poor</b> [ ]	SAHS had it's Williams Inspection on 11/19/13 with no discrepancies noted.

## 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.

#### CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	21	29	32	48	47	47	60	59	60

\* Science (grades 5, 8, and 10) 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.

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	26	29	31	43	45	44	54	56	55
Math	13	14	14	47	48	45	49	50	50
HSS	25	28	31	37	40	41	48	49	49

\* 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	2	2	2
Similar Schools	5	4	6

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

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.7	34.6	28.4

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	32	
Male	38	
Female	26	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	32	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	31	
English Learners	4	
Students with Disabilities	21	
Students Receiving Migrant Education Services		

\* 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	11	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	11	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	10	-3
English Learners	6	2	-11
Students with Disabilities	-2	41	18

\* "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

## 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

Parents are encouraged to get involved in Santa Ana High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library, and/or media center on special days. The establishment of the Parent Center in counseling affords many new opportunities for parents to meet with school personnel, keep up with student progress and to learn new skills. We have staff who work exclusively on promoting parent involvement by creating a welcoming and sharing atmosphere on our campus. Parents are always invited to help chaperone field trips or become a member of the School Site Council. Santa Ana High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Career Day
- Musical (instrumental/choir) and/or theatre performances
- Sports events
- Promotional activities
- Student recognition assemblies
- Parent education training and/or workshops,

Meliza Lozano, Parent Liaison, Rosa Rodrigues, Outreach Consultant, 714-567-4900.

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- Parent Workshops
- Padres Saints programs involve parent volunteers on a daily basis

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 567-4900.

School-to-home communication is provided in English, Spanish and Vietnamese. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Parent Link Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- Aeries access to the Parent Portal
- Flyers
- Letters and postcards
- School Marquee
- New Student Orientations

### 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.

### School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	13.5	10.7	7.9
Expulsions Rate	0.2	0.3	0.4
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
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	Yes	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	No	

\* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	1
Nurse	.6
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	2.5
Average Number of Students per Staff Member	
Academic Counselor	450

\* 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.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

\* 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												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
English	33	33	28	18	22	42	22	27	20	76	70	74
Math	31.1	34	26	14	14	39	30	9	17	62	74	69
Science	31	34	34	8	6	8	42	14	12	32	60	58
SS	32.2	32	30	8	11	19	10	7	2	53	58	64

\* 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.

\* Blanks indicate unreported data

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,458	\$2,041	\$4,418	\$79,525
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			7.0	1.6
Percent Difference: School Site/ State			-5.8	12.5

**Types of Services Funded at Santa Ana High School**

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

**Professional Development provided for Teachers at Santa Ana High School**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student score data, ECO results and recommendations from the Transformational Instructional Leadership Team. Select departments have begun looking to the procedures and curriculum requirements that must be in place for Common Core. All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency and putting Common Core strategies in place.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2012-2013 school year, Cambridge Education began working with staff and students to help put sustainable self-assessment procedures in place. The School Quality Review was shared with all staff and the recommendations made are being woven into all lesson planning and staff development sessions.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2013-14 school year, district training opportunities focused on the following:

At the secondary level -

- Language Arts
- AP Training (Advanced Placement)
- SDAIE Training (Specially Designed Academic Instruction In English)
- AVID Training (Advancement Via Individual Determination))
- CTAP Technology Training (California Technology Assistance Project)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available on the SAUSD website.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	28	36	40	24
All Students at the School	63	21	16	47	37	15
Male	66	19	15	44	36	19
Female	61	22	17	50	38	12
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	63	21	16	47	37	15
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	64	21	16	48	36	16
English Learners	96	4	1	79	20	1
Students with Disabilities	92	4	4	81	15	4
Students Receiving Migrant Education Services						

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Santa Ana High School	2011-12	2012-13	2013-14
English-Language Arts	30	38	37
Mathematics	42	38	53
Santa Ana Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	52	45
Mathematics	58	57	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	85.53	89.88	84.56
Black or African American	100.00	95.65	75.90
American Indian or Alaska Native	N/A	80.00	77.82
Asian	60.00	96.15	92.94
Filipino	N/A	88.24	92.20
Hispanic or Latino	85.84	89.17	80.83
Native Hawaiian/Pacific Islander	100.00	66.67	84.06
White	50.00	98.89	90.15
Two or More Races	N/A	96.15	89.03
Socioeconomically Disadvantaged	86.85	90.71	82.58
English Learners	67.94	67.09	53.68
Students with Disabilities	67.12	68.72	60.31

Dropout Rate and Graduation Rate			
Santa Ana High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	19.3	15.7	12.7
Graduation Rate	77.95	80.74	84.87
Santa Ana Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	1	♦
Science	4	♦
Social Science	6	♦
All courses	16	0.4

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	78.73
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.79

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,036
% of pupils completing a CTE program and earning a high school diploma	92.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76

### Career Technical Education Programs

Today's cutting-edge, rigorous and relevant Career Technical Education (CTE) courses prepare high school students to be both college and career ready. To meet this goal, students now have the opportunity to take an integrated sequence of CTE courses called a Program of Study that is focused on a specific career pathway over three or four years. We have continued to expand our CTE courses to include a wide range of high-wage, high-skill, high-demand careers in the areas of science, technology, engineering and math (STEM) pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District. The goals of the CTE program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career and technical education programs, the integration and sequencing of courses, and, most importantly, serving special populations.

CTE Programs of Study combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, we offer many work-based learning opportunities to students to apply theories and skills learned in the classroom to an actual job situation, further solidifying a real-world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

Prepared by Don Isbell, CTE Director  
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