



Santa Ana High School

520 W. Walnut Street ♦ Santa Ana, CA 92701 ♦ (714) 567-4900 ♦ Grades 9-12
Julie Infante, Principal

2009-10 School Accountability Report Card

Published During 2010-11



Santa Ana Unified School District

1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
(714) 558-5501

www.sausd.k12.ca.us

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District Mission

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.



Enrollment by Student Group 2009-10 Enrollment: 3309

Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.1
Hispanic or Latino	97.9
Native Hawaiian/Pacific Islander	0.1
White	0.9
Two or More Races	
Socioeconomically Disadvantaged	83
English Learners	44.2
Students with Disabilities	9.5

* This demographic data was compiled prior to SAUSD reporting demographics based on the new race/ethnicity federal guidelines.

School Description & Mission Statement

Santa Ana High School ("Santa Ana High") is located at the corner of Walnut Street and Ross Street. During the 2009-10 school year, approximately 3,309 students in grades 9-12 were enrolled. Demographic composition of student enrollment includes 9.5% receiving special education services, 44.2% qualifying for English language learner support, and 83% enrolled in the Free or Reduced Price Meal program.

School Mission

Our mission at Santa Ana High School is to provide a successful educational environment through the unified effort of staff, parents, students, business, and government agencies. Each student will develop the essential skills to communicate effectively. Each student will be able to process and analyze information in large and small group settings using a variety of strategies and formats. Each student will acquire and develop a sense of responsibility and commitment to self, school, community and education as a life-long process. Students will be empowered to excel in their academic, social and vocational achievements in order to become responsible and contributing members of society.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing nearly 54,000 students in grades K-12 and residing in the city of Santa Ana. The district currently 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 80.2% enrolled in the Free or Reduced Price Meal program, 57.7% qualifying for English language learner support, and 9.2% 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 school programs. Approximately 40 schools have received the Golden Bell Award - the largest number of awards received by any school district.

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 Vision

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

Opportunities for Parent 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, and 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. There will also be new staff hired in 2010-2011 who will 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. 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, Roman Martinez, 714-567-4700, x64489

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
- English Language Advisory Council
- Parent Teacher Association (PTA)
- Parent Workshops

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:

- Teleparent Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School newsletter, The Halo
- Flyers
- Letters and postcards
- School Marquee
- New Student Orientations

School Inspections

The most recent facilities inspection at Santa Ana High School took place on 8/18/10. 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.

Deferred Maintenance

Deferred Maintenance funding was swept by the State last year, and the State no longer provides matching funds for deferred maintenance projects at this time. To ensure Santa Ana Unified School District provides a safe, effective, and well-maintained learning environment at all school sites. SAUSD has budgeted approximately \$1.7 Million in the deferred maintenance program with zero match from the State of California. This represents 0.64% of the general fund budget. This funding is used for major repairs or replacements of existing building components so the educational process may continue. Typically this includes plumbing, HVAC, electrical systems, wall systems, floor systems, and interior/exterior painting.

Also SAUSD has completed major projects using funding from other sources such as Measure G, ERP, and E-Rate to assure a positive learning environment for all students. Projects completed were roofing replacement, electrical upgrades, fire safety, fencing for safety and security, and data / phone system upgrades.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Santa Ana High School 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 prior to 2/15/10. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1. The most recent staff meeting addressing safety plan components and individual responsibilities associated with the school safety plan was held in 2/15/10.

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2007-08				
English	27.6	58	38	52
Mathematics	31.7	39	5	66
Science	33.3	4	26	67
Social-Science	34.1	12	22	74
2008-09				
English	30.0	49	23	67
Mathematics	33.5	25	7	66
Science	34.5	3	20	64
Social-Science	36.5	3	12	75
2009-10				
English	31.01	57	49	168
Mathematics	33.04	32	32	163
Science	29.09	42	56	97
Social-Science	29.21	40	31	92

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	Suspension Rates					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	20.5	0.0	41.7	7.8	0.0	15.2
Expulsions	0.4	0.4	0.8	0.2	0.2	0.3

* Suspension rate is based on the total number of incidents divided by the total enrollment. An individual student can have more than one suspension.

Facilities Maintenance

School custodial staff and the district's 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 Santa Ana High School 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 for routine maintenance, daily custodial duties, and special events preparations. The principal and day- custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects 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's 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 and administrators check restrooms throughout the 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.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[]	[X]	[]	[]	Area: 17-23, 17-25, 17-27, 16-40, 16-34-Deficiency: missing thermostat cover. (Completed: cover replaced.)
Interior: Interior Surfaces	[]	[]	[]	[X]	Area: 18-27-Deficiency: carpet in need of cleaning. (Completed: carpet cleaned.) Area: 18-24, 18-25, 18-26, 18-27, 18-31, 12-46, 12-47, 12-48-17-2, 17-4, 17-5, 17-6,17-Hall, 17-21, 17-Hall (second floor), 4-1, 4-2, 4-3, 4-4, 4-5, 4-21, 4-22, 4-23, 4-24, 4-25, 16-37, 16-38, 16-Hall (third floor), 18-3, 18-4, 18-7, 18-Career Center, 18-Hall(first floor), 18-Hall (second floor), 18-23, 17-27-Deficiency: damaged ceiling tiles. (Completed: tiles replaced/repaired.) Area: 12-42, 12-45-Deficiency: missing light covers. (Completed: light covers replaced.) Area: Library, MC-3, 16-30, 16-32, 16-33, 16-34, 16-35, 16-36, 16-37, 16-39, 16-40, 16-41, 18-21, 18-22, 16-38-Deficiency: damaged/broken lights. (Completed: lights replaced/repaired.) Area: 17-2, 17-7,17-Hall (second floor), 18-21,18-23-Deficiency: damaged/soiled carpet. (Completed: Carpet repaired/cleaned by JJJ flooring.)
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	Area: 17-1-Deficiency: walls in need of paint. (Completed: work order submitted to paint shop.)
Electrical: Electrical	[]	[X]	[]	[]	Area: 18-25-Extreme Deficiency: exposed electrical wires. (Completed: wires covered.) Area: 18-1-Deficiency: missing electrical cover. (Completed: cover replaced.)
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	Area: 18-25, 18-26, 17-4, 17-5, 17-6, 17-7, Library, Library Rm MC-4, MC-3, Restroom (Restroom), 4-5, 4-24, 16-33, 16-39, 16-(third floor), 18-Hall (first floor), 18-21, 17-Hall (second floor),18-23-Deficiency: holes in wall. (Completed: holes repaired.) Area: 18-31-Deficiency: crack in wall. (Completed: wall repaired.) Area: 12-48-Deficiency: damaged brick wall. (Addressed: work order will be submitted.) Area: 17-8, 17-Hall-Deficiency: damage to wall. (Addressed: work order submitted to paint shop.)
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Professional Development

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 assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2009-2010 school year, our school sponsored three days of staff development. Staff training topics at the individual school sites may have included: Holt (English Language Arts), Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, etc. In addition, our 9th and 10th grade teachers in English, Science and Social Science participate in Smaller Learning Communities program development and implementation strategies training.

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 2009-10 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

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tgl/>

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Location of Classes	NCLB Compliant	Non-NCLB Compliant
This School	100	0
All Schools in District	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	0

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	# of FTE Assigned to School	Average # of Students per Academic Counselor
Academic Counselor	7	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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 at <http://www.sausd.us/14431028114350867/site/default.asp>

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.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers With	School			District
	07-08	08-09	09-10	09-10
With Full Credential	143	130	123	2,184
Without Full Credential	7	7	0	0
Outside Subject Area of Competence	3	3	4	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	3	0	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	3	0	0

Instructional Materials

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 most recent 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. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On October 12, 2010, 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 09/10-2807 which certifies as required by Education Code §60119 that for the 2010-11 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	Publisher	Grades
Elementary School Textbooks		
Math		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2009	Sopris West Language!	4-5
Science		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5
Intermediate School Textbooks		
Math		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
Language Arts		
2009	Hampton Brown, <i>Inside Language (A-G))</i>	6-8
2002	Holt, Rinehart, Winston	6-8
Science		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8
High School Textbooks		
Math		
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 & Statistics</i>	9-12
Language Arts		
2009	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science		
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 & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-McDougal, <i>Physics Honor – Algebra/Trig</i>	12
Social Science		
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

Expenditures Per Pupil/School Site Teacher Salaries (FY 08-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Basic	
School	\$4,175	\$1,362	\$2,813	\$34,412
District	--	--	\$4,235	\$76,488
State	--	--	\$5,681	\$68,179
Percent Difference: School/District:			-33.6	-55
Percent Difference: School/State:			-50.5	-49.5

Teacher and Administrative Salaries (FY 08-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average
Beginning Teacher Salary	48,815.00	42,377.00
Mid-Range Teacher Salary	73,033.00	67,667.00
Highest Teacher Salary	94,585.00	87,102.00
Average Principal Salary (Elementary)	120,765.00	108,894.00
Average Principal Salary (Middle)	112,398.00	113,713.00
Average Principal Salary (High)	124,229.00	124,531.00
Superintendent Salary	241,718.00	223,323.00

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the District received approximately \$3,725 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Reading First
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	21	25	28	32	37	40	46	50	52
Mathematics	6	11	13	33	39	43	43	46	48
Science	21	21	24	34	36	40	46	50	54
History-Social Science	22	22	26	26	31	34	36	41	44

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Student Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	26	14	28	32
Female	30	12	20	20
Black or African American	*	*	*	*
American Indian or Alaska Native				
Asian				*
Filipino	*	*		*
Hispanic or Latino	27	12	24	25
Native Hawaiian/Pacific Islander	*	*		
White	68	32	*	53
Two or More Races				
Socioeconomically Disadvantaged	28	13	24	25
English Learners	8	7	9	10
Students with Disabilities	15	9	7	8
Students Receiving Migrant Education Services	*	*	*	*

DataQuest and Access to Data

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

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

Grade Level	4 of 6	5 of 6	6 of 6
9	19.9	25.6	30.3

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria		
	School	District
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	No	No
API	Yes	Yes
Graduation Rate (High Schools)	Yes	Pending

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Program Improvement Status		
	School	District
PI Status	In PI	In PI
First Year of PI	2008-2009	2004-2005
Year in PI	Year 3	Year 3
Number of Schools Currently in PI	N/A	37
Percent of Schools Currently in PI	N/A	62

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

API Ranks			
	2007	2008	2009
Statewide	2	2	2
Similar Schools	7	3	7

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	Actual Change		
	07-08	08-09	09-10
All Students at the School	-4	16	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	15	14
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-2	13	19
English Learners	-5	11	11
Students with Disabilities	-23	15	8

API Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

API Changes			
Student Group	2010 Growth API		
	School	LEA	State
All Students at the School	648	723	767
Black or African American		780	685
American Indian or Alaska Native			728
Asian		883	889
Filipino			851
Hispanic or Latino	646	716	715
Native Hawaiian/Pacific Islander			753
White		837	838
Two or More Races			807
Socioeconomically Disadvantaged	646	714	712
English Learners	603	685	691
Students with Disabilities	431	518	580

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). *Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.*

This table displays the percent of students achieving at the Proficient or Advanced level.

CAHSEE Results for All Students			
Subject	School	District	State
2007-08			
English	34.2	40.7	52.9
Mathematics	39.5	43.1	51.3
2008-09			
English	34.2	40.7	52.9
Mathematics	39.5	43.1	51.3
2009-10			
English	34.8	42.7	54
Mathematics	39.7	48.5	53.4

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students in the LEA					
All Students at the School					
Male					
70.2	18.2	11.7	58.3	30.9	10.8
Female					
60.3	20.1	19.6	62.3	29.3	8.4
Black or African American					
*	*	*	*	*	*
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
*	*	*	*	*	*
Filipino					
*	*	*	*	*	*
Hispanic or Latino					
65.5	19.3	15.2	60.7	30	9.2
Native Hawaiian/Pacific Islander					
*	*	*	*	*	*
White					
*	*	*	*	*	*
Two or More Races					
Socioeconomically Disadvantaged					
65.8	19.4	14.8	60	30.6	9.4
English Learners					
77.9	16.5	5.6	68.5	26	5.4
Students with Disabilities					
97.2	2.8	0	90.3	6.9	2.8
Students Receiving Migrant Education Services					
*	*	*	*	*	*

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels.

Dropout and Graduation Rates			
Indicator	2006-07	2007-08	2008-09
School			
Dropout Rate: 1yr	1.8	0.5	4.7
Graduation Rate	88.6	91.0	
District			
Dropout Rate: 1yr	1.9	1.8	3.5
Graduation Rate	82.4	83.7	
State			
Dropout Rate: 1yr	4.4	3.9	4.5
Graduation Rate	80.6	80.2	78.4

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All courses	13	9.10

Completion of High School Graduation Requirements

For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2010		
Group	School	District
All Students	80.3	79.2
Black or African American	66.7	84.4
American Indian or Alaska Native		
Asian	100	93.9
Filipino	100	100
Hispanic or Latino	80.2	78.5
Native Hawaiian/Pacific Islander	100	75
White	80.0	82.5
Socioeconomically Disadvantaged	80.9	81.2
English Learners	54.9	52.1
Students with Disabilities	44.8	49.3

Career Technical Education Programs

Santa Ana High has an extensive offering of Career Technical Education(CTE) program that includes: Auto Repair, Computer Technology, Finance, Criminal Justice, Child Development and WebPage Design. These classes are offered during the day during the regular school day. Additionally, we offered Regional Occupation Program classes in the late afternoon and evening that offer Medical Assistant training, Health and Auto Repair. Counseling and enrollment in the course is done through our Higher Education/Counseling Center. Our CTE/ROP Coordinator works with our students to ensure that they are aware of and enroll in classes that support their career plans.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

CTE Program Participation	
Number of pupils	3,071
Percent of pupils completing a CTE program and earning a high school diploma	482
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission.

Indicator	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	3,303
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	0.00