



Century High School

1401 South Grand Ave. • Santa Ana, CA 92705-4408 • (714) 568-7000 • Grades 9-12

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



Santa Ana Unified School District

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School Description

Welcome to Century High School!

It is my privilege to work with this excellent school community, build on promising programs and integrate a vision for school improvement to prepare our students for college and careers. This School Accountability Report Card provides parents and the community with information about our instructional programs, academic achievement, materials, facilities and the professional staff. Also included is information about our vibrant Parent Groups, School Site Council and English Learner Advisory Committee, which all play a very important role in our school. We are proud of the high level of parent involvement and support that Century's students and staff receive. The Century High School community accepts our responsibility to embrace new instructional practice and technology to raise student achievement. In addition, our students' success must be measured by more than standardized test scores. In order to fully understand our educational program, student achievement and curriculum please visit our campus. Parents and community partners are encouraged to observe students and teachers interacting in the classroom, the library or computer labs. Attend a musical presentation or athletic competition, or serve on a Senior Exit Portfolio interview team. We hope to see you soon at one of our many events! Please read on for a further description of our school programs.

Mission Statement: The mission of Century High School is to provide for all students a safe, supportive and rigorous learning environment with high expectations and high academic standards.

Vision Statement: Century High School provides a learning environment, emphasizing both college and career readiness and student achievement through a rigorous Common Core standards-based curriculum, along with the support necessary for success in the 21st century.

Expected School-wide Learning Results (ESLRs):

We are Critical and Creative Thinkers who:

- Develop and apply knowledge
- Analyze, interpret and evaluate information.
- Solve complex problems
- Become self-directed learners

We are Lifelong Learners who:

- Take responsibility for learning
- Set goals and work to achieve them
- Use multiple research skills and various resources
- Become college and career ready

We are Effective Communicators who:

- Demonstrate Literacy in reading, writing, speaking and listening
- Demonstrate creative and artistic competencies
- Use contemporary technology for collaboration and communication

We are Responsible Members of Society who:

- Take responsibility for personal decisions
- Demonstrate respect of diversity, people and ideas
- Engage in community service

Century High School opened in 1989 as a state of the art school with a focus on technology. In 1994, the school received recognition as a California Distinguished School. The campus is small in comparison to other comprehensive high schools, comprising only 25 acres surrounded by small business and industry. Through the utilization of school construction funds and Measure G, a beautiful, two story, forty classroom, high technology building was opened in January 2012 for our use. This building allowed us to remove all portable classrooms from our school campus.

In March 2010, Century was one of six secondary schools in our district to have been identified by the California Department of Education as a Persistently Low Achieving School (PLAS). As a result, the Santa Ana Unified School District selected the Transformation Model for School Improvement and began the work to apply for the federal School Improvement Grant Program funds to support the needs of Century High School. After two years in "Transformation", the achievement data has reflected a positive gain of 64 points on the Academic Performance Index (API), to achieve an API score of 652. In 2013 there was a slight decline of two points to 650. For the 2014 academic year there was no API score, but the state did provide a 3-year average API report that sets our 3-year unweighted API average at 639. Century high school also exceeded the 2014 federal AYP Graduation Rate goal by graduating 86.03 % of the student cohort. We are proud of these accomplishments and continue the work to support our student each and every day.

The school goals and objectives are as follows:

- To prepare all students to be college and career ready upon graduation.
- Improve student achievement in English and mathematics by providing rigorous instructional practice.
- Improve student high school competitiveness in college acceptance and readiness by supporting students for improved achievement in EAP, AP, SAT and ACT exams.
- Prepare students for career readiness in science, technology, engineering, arts, and math by increasing career pathway courses.

In addition to our new focus, Century's staff will work to re-establish and improve small learning communities within the school to develop new school academies to replicate the success of the E-Business and the TEACH Academies already in place. We have partnered with the National Academy Foundation (NAF) to receive support in the development of the Academy of Engineering and the Academy of Digital and Media Arts. We have utilized instructional resources to replace all technology and to implement a Career Plus Technology lab to introduce our students to STEM fields of work and study.

The Century community is strongly committed to do all in our power to improve student achievement for all students. The Centurion Motto is "CHS - Commitment * Honor * Success!"

Michael A. Parra, Principal

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) 568-7000.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	484
Gr. 10	491
Gr. 11	466
Gr. 12	432
Total	1,873

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	0.3
Hispanic or Latino	96.9
Native Hawaiian/Pacific Islander	0.0
White	0.4
Two or More Races	0.0
Socioeconomically Disadvantaged	97.3
English Learners	41.4
Students with Disabilities	11.9

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

Century High School	12-13	13-14	14-15
Fully Credentialed	109	87	90
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	2,528
Without Full Credential	◆	◆	14
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Century High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	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
Mathematics		
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		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
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>	13
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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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 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 custodian, principal, and assistant principal 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'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 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 Century High School took place on 7/2/2014. 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: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	300 Girls RR: Cracked tile on wall s/c: 254361, Hand dryer doesn't work s/c: 254358 302: Brown box is broken s/c: 254356 320: Brown cover missing next to thermostat s/c: 254356 324: Replace brown cover next to thermostat s/c: 254356 330 Weight Room: No A/C s/c: 254356 Mount outlet s/c: 254358 Hole on the wall s/c: 254355 401: Replace cover for thermostat s/c: 254356 Boys P.E.: Replace vents s/c: 254356, Replace shower tile s/c: 254361, Patch and Paint wall s/c: 254355, Panic bar/Fix door jam s/c: 254360 Choir Rm: Replace brown cover next to thermostat s/c: 254356 Kitchen: A/C not working s/c: 254356, Toilet and sink leaking s/c: 254359 Work Room: Missing brown cover next to thermostat s/c: 254356
Interior: Interior Surfaces	[]	[]	[X]	200 Boys RR: Replace tiles with Graffiti s/c: 254361 2nd Floor Hallway: Ceiling tile by 5202 and Stairway need to be replaced s/c: 254362 300 Hallway: Paint/patch walls s/c: 254355, Change ballast s/c: 254358 303: Crack on the wall s/c: 254355 Wires on the floor s/c: 254358 305: Cracks on the Wall s/c: 254355 306: Patch wallpaper s/c: 254355 310: Crack on wall s/c: 254355 311: Holes on the wall s/c: 254355, Cable wires loose holds light fixture s/c: 254358 312: Patch wallpaper s/c: 254355 329: Hole on the wall s/c: 254355 330 Weight Room: No A/C s/c: 254356 Mount outlet s/c: 254358 Hole on the wall s/c: 254355 400 Boys RR: Replace tile that has Graffiti s/c: 254361, Replace handryer cover s/c: 254358

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				400 Girls RR: Change cracked tile s/c: 254361, Toilet leaking s/c: 254359 400 Hallway: Paint patch walls s/c: 254355, Change ballast and Outlet s/c: 254358 400 Men Staff RR: Cracked wall patch and paint s/c: 254355 400 Women Staff RR: Cracked wall patch and paint s/c: 254355 411: Faucet not working, faucet loose s/c: 254359, Door closure not working s/c: 254360, Table leg is broken s/c: 254366 415: Crack on wall s/c: 254355 423: Patch wallpaper s/c: 254355 430: Crack on wall s/c: 254355, Fix floor outlets s/c: 254358, Broken door handle s/c: 254360 431: Recarpet some areas s/c: 254365 5000 Hallway: Paint hallway s/c: 254355 5107: Peg wall needs to be resecured s/c: 254362 5108: Patching by windows s/c: 254355 5113: Baseboard by door need to glue s/c: 254362, Walls patch and paint s/c: 254355 5202: Wall by window needs repair and paint s/c: 254355 5206: Wall by window (big crack) needs repair and paint s/c: 254355 5207: Cracked wall s/c: 254355 Band Rm: Hole on the wall by thermostat s/c: 254355, Adjust sound panels s/c: 254363 Behind Gym: Paint wall s/c: 254355 Boys P.E.: Replace vents s/c: 254356, Replace shower tile s/c: 254361, Patch and Paint wall s/c: 254355, Panic bar/Fix door jam s/c: 254360 Boys Varsity Rm: Paint and patch room s/c: 254355, Replace broken light covers s/c: 254358 Cheer Locker Rm: Patch and Paint walls s/c: 254355, Carpet s/c: 254365 Girls P.E.: Paint locker room s/c: 254355, Toiler leaking in coache's office s/c: 254359 Gym: Replace Exit signs s/c: 254358, Fix speakers s/c: 254363, Replace blue pad, fixhole behind blue pads Wrestling Rm: Replace foam wall, Paint patches and paint hole s/c: 254355
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	300 Girls RR: Cracked tile on wall s/c: 254361, Hand dryer doesn't work s/c: 254358 300 Hallway: Paint/patch walls s/c: 254355, Change ballast s/c: 254358 303: Crack on the wall s/c: 254355 Wires on the floor s/c: 254358 309: Wires on the floor s/c: 254358 313: Wires exposed on the floor /broken internet box s/c: 254358 325: Brace cables that hold light fixture s/c: 254358

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				326: Cover for wires that are on the floor s/c: 254358 Missing door closure cover s/c: 254360 330 Weight Room: No A/C s/c: 254356 Mount outlet s/c: 254358 Hole on the wall s/c: 254355 333: Plugs in wire mold need fixing s/c: 254358 Need number plate on door s/c: 254360 400 Boys RR: Replace tile that has Graffiti s/c: 254361, Replace handryer cover s/c: 254358 400 Hallway: Paint patch walls s/c: 254355, Change ballast and Outlet s/c: 254358 404: Replace outlet s/c: 254358 405: Replace outlet s/c: 254358, Faucet leaking & missing cap for faucet s/c: 254359 408: Exposed wires s/c: 254358, Missing faucet cap & leaking faucet & 2 clogged sinks s/c: 254359 410: Change outlet s/c: 254358, Loose faucets s/c: 254359 412: Missing outlet cover s/c: 254358, Loose faucet s/c: 254359, Fix door s/c: 254362 425: Wire cover on floor s/c: 254358 430: Crack on wall s/c: 254355, Fix floor outlets s/c: 254358, Broken door handle s/c: 254360 5110: Outlet by door burned (damaged) s/c: 254358 5116: Clock not working s/c: 254363 5117: Outlet by door burned (damaged) s/c: 254358 Boys Varsity Rm: Paint and patch room s/c: 254355, Replace broken light covers s/c: 254358 Dance Rm: Cover for electric wire box s/c: 254362 P.A. System: Please check and rehang speakers outside s/c: 254363 T.C.C.: Toiler leaking s/c: 254359, Need more lighting s/c: 254358
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	328: Drinking fountain leaking s/c: 254359 400 Girls RR: Change cracked tile s/c: 254361, Toilet leaking s/c: 254359 403: Missing cap for faucet s/c: 254359 405: Replace outlet s/c: 254358, Faucet leaking & missing cap for faucet s/c: 254359 406: Sink drips s/c: 254359 408: Exposed wires s/c: 254358, Missing faucet cap & leaking faucet & 2 clogged sinks s/c: 254359 409: Missing faucet cap s/c: 254359, Station 4 needs leg support s/c: 254366 410: Change outlet s/c: 254358, Loose faucets s/c: 254359 411: Faucet not working, faucet loose s/c: 254359, Door closure not working s/c: 254360, Table leg is broken s/c: 254366 412: Missing outlet cover s/c: 254358, Loose faucet s/c: 254359, Fix door s/c: 254362 414: Faucet leaking s/c: 254359

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					Drinking Fountain: Fountain in front of Track-broken from left side and leaking water s/c: 254359 Girls P.E.: Paint locker room s/c: 254355, Toiler leaking in coache's office s/c: 254359 ISC: Girls toilet leaks s/c: 254359 Kitchen: A/C not working s/c: 254356, Toilet and sink leaking s/c: 254359 Main Office: Staff Mens/Womens RR faucet leaking s/c: 254359, Light in Exit Sign s/c: 254358 Outside Varsity Rm Drinking Fountain: Adjust water pressure s/c: 254359 Science Hallway: Faucet leaking s/c: 254359 Staff Women's RR: No hot water s/c: 254359 T.C.C.: Toiler leaking s/c: 254359, Need more lighting s/c: 254358
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		Gym: Replace Exit signs s/c: 254358, Fix speakers s/c: 254363, Replace blue pad, fixhole behind blue pads Main Office: Staff Mens/Womens RR faucet leaking s/c: 254359, Light in Exit Sign s/c: 254358
Structural: Structural Damage, Roofs	[X]	[]	[]		5103: Wall edge outside Special Ed need repair s/c: 254355
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		333: Plugs in wire mold need fixing s/c: 254358 Need number plate on door s/c: 254360 411: Faucet not working, faucet loose s/c: 254359, Door closure not working s/c: 254360, Table leg is broken s/c: 254366 412: Missing outlet cover s/c: 254358, Loose faucet s/c: 254359, Fix door s/c: 254362 430: Crack on wall s/c: 254355, Fix floor outlets s/c: 254358, Broken door handle s/c: 254360 Boys P.E.: Replace vents s/c: 254356, Replace shower tile s/c: 254361, Patch and Paint wall s/c: 254355, Panic bar/Fix door jam s/c: 254360 Entry Double Doors: Replace glass too much gang writing
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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	22	26	30	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	21	26	28	43	45	44	54	56	55
Math	5	8	10	47	48	45	49	50	50
HSS	18	21	24	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	1	2	1
Similar Schools	3	6	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	19.4	25.3	27.1

* 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	30	
Male	35	
Female	26	
Black or African American		
American Indian or Alaska Native		
Asian	50	
Filipino		
Hispanic or Latino	29	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	29	
English Learners	9	
Students with Disabilities	16	
Students Receiving Migrant Education Services	36	

* 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	25	39	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	27	38	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	22	39	-1
English Learners	28	34	-11
Students with Disabilities	27	100	20

* "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 and provided various opportunities to be engaged at Century High School by participating in various stakeholder groups, 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. Parents are always invited to help chaperon field trips. Century 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:

- The Parent/Community Center
- Monthly Parent Meetings
- Back to School Night
- Open House
- Student performances
- Fundraisers
- Career Day
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- School Site Council
- English Language Advisory Council

School-to-home communication is provided in both English and Spanish. 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:

- District and/or School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers and Letters
- School Marquee/Banners
- New Student Orientations

Parents seeking more information about becoming an active member in the school community may contact our community resource representative, Nereida Guillen at (714) 568-7429.

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	16.4	9.9	7.6
Expulsions Rate	0.1	0.5	0.2
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	No	
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	5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	.4
Resource Specialist	2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	366

* 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	1998-1999	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	23.1	22	24	29	36	26	59	63	61	5		2
Math	23.8	24	25	17	15	19	56	68	40	0		12
Science	22.9	23	21	21	24	30	36	42	42	0		
SS	24.6	23	23	13	15	20	41	49	42	4	1	1

* 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/.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,246	\$3,491	\$4,755	\$75,625
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			15.1	-3.4
Percent Difference: School Site/ State			1.4	6.9

Types of Services Funded at Century 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 Century High School

Century High School places utmost importance on professional development for teachers. With the support of funding provided through the School Improvement Grant (SIG) , Century has provided Teachers on Special Assignment (TOSA's) focusing on ELA, ELD, and Technology. All teachers participate in a schoolwide plan to implement current instructional strategies that have been researched to work with all students. Staff development and collaboration at Century focus on the following areas:

1. Development of Academic Language to increase reading comprehension;
2. Writing to Learn and Learning to Write instructional strategies in all departments to require that all students have the opportunity to write frequently.
3. Common Core State Standards Lesson design and instructional practice
4. Rigor, Relevance and Relationship Framework for school improvement.
5. Data-Driven Instruction - All teachers access student achievement data at the beginning of each semester and throughout the year, utilizing common assessments and benchmarks. In order to provide differentiation of instruction, teachers use data system called Illuminate, and other sources to know their students ability levels, and to provide appropriate instruction, based on individual student learning needs.

During the 2013-14 school years, our Instructional Leadership Team along with the Principal planned the two Mondays each month for staff development and departmental collaboration.. Staff training topics have included: Academic Language, College Career and the Common Core, Rigor and Relevance, and Student Content Collaboration. 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 new textbook adoption training, curriculum, teaching strategies, and methodologies. In addition, training opportunities focusing on Language Arts Strategic and Intensive Intervention, English Language Development, Differentiation for Socio-linguistic and culturally-diverse students and for Special Education students. Trainings are also provided for GATE Training (Gifted And Talented Education), AP Training (Advanced Placement), SDAIE Training (Specially Designed Academic Instruction In English), AVID Training (Advancement Via Individual Determination. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program operated by district staff, 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.

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	65	20	15	52	37	11
Male	67	20	14	51	36	13
Female	64	20	17	53	38	9
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	66	20	14	53	37	11
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	66	20	14	53	36	11
English Learners	95	5		78	22	0
Students with Disabilities	97	3		91	9	
Students Receiving Migrant Education Services	82	9	9	42	50	8

* 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			
Century High School	2011-12	2012-13	2013-14
English-Language Arts	33	38	35
Mathematics	44	46	48
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	89.04	89.88	84.56
Black or African American	N/A	95.65	75.90
American Indian or Alaska Native	N/A	80.00	77.82
Asian	100.00	96.15	92.94
Filipino	N/A	88.24	92.20
Hispanic or Latino	88.92	89.17	80.83
Native Hawaiian/Pacific Islander	N/A	66.67	84.06
White	N/A	98.89	90.15
Two or More Races	N/A	96.15	89.03
Socioeconomically Disadvantaged	87.35	90.71	82.58
English Learners	68.67	67.09	53.68
Students with Disabilities	87.72	68.72	60.31

Dropout Rate and Graduation Rate			
Century High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.9	13.3	10.7
Graduation Rate	86.12	84.05	87.30
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	6	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	4	♦
Science	4	♦
Social Science	9	♦
All courses	27	0.7

* 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	76.72
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	29.23

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1269
% of pupils completing a CTE program and earning a high school diploma	89.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79

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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