Godinez Fundamental High School

3002 Centennial Rd. • Santa Ana, CA 92704 • (714) 433-6600 • 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

Godinez Fundamental High School is located at South Fairview Street and Centennial Road.

The senior class of 2014 had over 99% of their class meet the graduation requirements of the Santa Ana Unified School District. With an API of 811, Godinez is in the top 30% of California High Schools and in the top 10% of schools with similar demographics.

The mission of Godinez Fundamental High School is to provide a safe, supportive environment with clear, consistent expectations and high academic standards as well as preparing our students with 21st Century Skills. We have begun to increase the use of technology, and iPad minis were purchased for all teachers to enhance instruction. Godinez Fundamental High School is a community in which all are engaged in academic achievement and character development. Each of us chooses to be a part of Godinez Fundamental High School; knowing this entails a commitment to academic excellence both during school hours and at home. As such, there are high expectations for all of us. The teachers are committed to preparation and presentation of strong, standards-based instructional programs, and to the assistance of students in meeting the goals of each course of study. The students are committed to high standards of attendance, behavior and academic rigor. The parents are committed to supporting their student's academic study by providing a place and time at home for students to complete their assignments and to meet with teachers as necessary or requested. Think Together began a program for the 2014-2015 school year that provides after school support until 6:00 pm and also work with our parents.

Students are involved in school outside of the school day. Over 900 students are involved in athletics and 1,200 are involved in Visual and Performing Arts.

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) 433-6600.

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	0.0
Hispanic or Latino	97.2
Native Hawaiian/Pacific Islander	0.0
White	0.8
Two or More Races	0.0
Socioeconomically Disadvantaged	93.7
English Learners	16.4
Students with Disabilities	7.4

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 9	706
Gr. 10	623
Gr. 11	641
Gr. 12	645
Total	2,615

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			
Godinez Fundamental High School	**12-13**	**13-14**	**14-15**
Fully Credentialed	101	89	92
Without Full Credential	1	2	2
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			
Godinez Fundamental High School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	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	99.21	0.79
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, *Algebra Readiness*	9-12
2008	Pearson/Prentice Hall, *Algebra 1*	9-12
2008	Holt, Rinehart, Winston, *Geometry*	9-12
2008	Pearson/Prentice Hall, *Algebra 2*	9-12
2008	McDougal Littell, *Precalculus with Limits: A Graphing Approach*	9-12
2008	McDougal Littell, *Calculus of a Single Variable*	9-12
2008	Addison Wesley, College Algebra-Elementary and Intermediate Algebra Concepts and Applications	9-12
2008	Prentice Hall, Probability & Statistics	9-12
Language Arts		
2010	Pearson Longman, *Keystone (KL, BB, D, E F)*	9
2002	Holt, Rinehart, Winston *Literature & Language Arts*	9-12
Science(s)		
2007	Holt *Earth Science*	9-12
2007	Glencoe *Biology*	9-12
2007	Prentice Hall *Chemistry*	9-12
2007	Prentice Hall *Essentials of Human Anatomy & Physiology*	9-12
2007	Prentice Hall *Conceptual Physics*	9-12
2007	Holt-Mcdougal, Physics Honor – Algebra/Trig	13
Social Science		
2006	McDougal-Littell *Modern World History*	9-12
2006	Prentice Hall *American Government - Magruders*	9-12
2006	Prentice Hall *Economics: Principles in Action*	9-12
2006	McDougal-Littell *The Americans - Reconstruction to the 21st Century*	9-12
2006	Glencoe/McGraw-Hill, Psychology – Understanding Psychology	9-12
2006	Holt. Sociology – The Study of Human Relationships	9-12
2006	Oxford University, Mexican American Studies – The course of Mexican History	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 Godinez Fundamental High School took place on 7/7/2014. 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: 7/7/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	ROOM 5-107: CAN NOT OPEN DOOR s/c 254972
Interior: Interior Surfaces	[X]	[ ]	[ ]	BLDG. 5 BOYS LOCKEROOM: NEED 5 HANDLES FOR SHOWERS MISSING s/c 254974 BOYS LOCKEROOM-FIRE BOY: NEED NEW FIRE BOX INSTALLED s/c 254975 BOYS LOCKEROOM-MIRROS: MIRRORS SCRATCH WITH GRAFFITI WRITING s/c
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	BUILDING 6 THEATER: LIGHTING IS OUT s/c 254973 GYM BASEBALL COURTS: ELECTRICAL FLOOR COVER PLATES NEED TO BE REPLACE/WELDED SAFETY ISSUE s/c 254973 ROOM 1-117: ELECTRICAL FLOOR COVER s/c 254973 ROOM 1-129: ELECTRICAL FLOOR COVER s/c 254973 ROOM 1-139:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	ROOM 1-109: SECOND DOOR VENT BROKEN s/c 254975 ROOM 2-110: SINKS NOT WORKING/LEAKING FROM FAUCET s/c 254974 ROOM 2-111: SINK LEAKS ON LAB TABLES s/c 254974
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/7/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	ROOM 2-115: ROOF LEAK s/c 254976 ROOM 2-116: ROOF LEAK s/c 254976 ROOM 2-203: INSTALL MOLDING s/c 254975 ROOM 2-203: ROOF LEAK s/c 254976 ROOM 2-204: ROOF LEAK s/c 254976 ROOM 2-210: ROOF LEAK s/c 254976 ROOM 2-216: INSTALL BASEBOARD s/c 254972 ROO
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	BUILDING 1 UPSTAIRS PARKING STRUCTURE: CAN NOT OPEN GATES s/c 254795 BUILDING 6 THEATER GATES: GATES NOT WORKING s/c 254975 GATE BETWEEN BUILDING 2: GATE- UNABLE TO OPEN OR LOCK s/c 254975 PARKING STRUCTURE: ROLL UP GATES MISSING EMERGENCY CHAIN s/c 254

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	63	50	59	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	54	53	54	43	45	44	54	56	55
Math	30	39	44	47	48	45	49	50	50
HSS	53	55	57	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	8	8	8
Similar Schools	10	10	10

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.3	26.9	32.0

* 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	59
Male	64
Female	53
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	58
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	58
English Learners	9
Students with Disabilities	25
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	11	10	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	10	-4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	12	8	-3
English Learners	28	-17	-10
Students with Disabilities		18	21

* "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 become involved in Godinez Fundamental 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. Parents are always invited to help chaperone field trips. Godinez Fundamental 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:

- Monthly Parent Coffee Chats
- Parent Technology Training
- PTA
- Back to School Night
- Booster Clubs
- Open House
- Student performances
- Fundraisers

- College Night
- Parent conferences
- Music/choir and/or theatre performances
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

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)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 433-6600.

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:

- Parent Link
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters

- Flyers
- Letters
- School Marquee/Banners
- 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	4.3	3.1	3.0
Expulsions Rate	0.0	0.0	0.0
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	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	6
Other	1
Average Number of Students per Staff Member	
Academic Counselor	523

* 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	2013-2014	2004-2005
Year in Program Improvement	Year 2	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	32.9	34	31	9	7	16	7	15	11	59	58	62
Math	34.9	33	28	3	8	23	10	11	17	61	63	53
Science	31.9	32	30	6	9	6	9	15	34	54	49	33
SS	35.5	34	32	4	8	12	2	2	6	44	61	69

* 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	$5,279	$926	$4,353	$78,323
District	♦	♦	$4,130	$78,285
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			5.4	0.0
Percent Difference: School Site/ State			-7.2	10.8

Types of Services Funded at Godinez Fundamental 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 Parnership 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 Godinez Fundamental 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 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 2014-2015 school year, our school sponsored two days of staff development. Staff training topics at the individual school sites may have included: Common Core State Standards, PBIS, and technology 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 2014-2015 school year, district training opportunities focused on the following:

At the secondary level -
- Language Arts
- AP Training (Advanced Placement)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Technology use in the classrooms

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.\

Training and professional development activities attended by our staff members over the past two years include:
- Algebra I and Algebra Readiness training (UCI) - 1 teacher
- AP College Board Workshops - 6 teachers
- AP training, all subject areas (College Board) - 9 teachers
- AVID summer institute - 1 teacher
- AVID training (OCDE) - 4 teachers
- BTSA Support Provider Training - all BTSA support providers
- College Board training and workshop for grading AP exams -1 teacher
- Godinez Technology (District) - all teachers
- Google docs training - 37 teachers
- Master's Programs (current enrollment) - 2 teachers
- NEA - Women's Leadership Training Program cadre trainer - 1 teacher
- School Site Council - 6 teachers per year

Many teachers actively pursue professional development opportunities that will enrich the classroom experience for our students. We are fortunate to collaborate with several local universities that offer ongoing outreach opportunities designed to enhance teaching methods. The wide range of professional development activities listed above include workshops that range from a few hours in the evening to a few weeks during the summer. Content of staff development and numbers of participating (programs, activities)

Meetings are attended by approximately 90 staff members. Rosters are available for each meeting listed below:
- Professional expectations, job description, sexual harassment, meeting schedule
- Classroom visitation, progress reports
- WASC departmental progress update
- CAHSEE training
- End of year preparations
- Departmental data analysis and goal setting activities
- Departmental summer reading activities

Currently all Godinez teachers are being trained on Common Core State Standards (CCSS) with a focus on Collaborative Conversations and Academic Language. A blending of policies in place, couples with the PBIS model will increase overall effectiveness for support and lead to increased student success. Science teachers are working together for implementation of the new science standards.

All teachers were given and trained in the use of iPad minis and training will be complete for all teachers by March 2015.

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	38	29	32	21	47	32
Male	42	32	27	19	47	35
Female	35	27	38	23	47	30
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	39	29	32	21	47	32
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	39	30	31	21	48	31
English Learners	95	5		55	42	3
Students with Disabilities	93	8		72	21	8
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			
Godinez Fundamental High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	61	62	62
Mathematics	76	75	79
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	97.95	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	97.90	89.17	80.83
Native Hawaiian/Pacific Islander	N/A	66.67	84.06
White	100.00	98.89	90.15
Two or More Races	N/A	96.15	89.03
Socioeconomically Disadvantaged	99.48	90.71	82.58
English Learners	94.23	67.09	53.68
Students with Disabilities	92.86	68.72	60.31

Dropout Rate and Graduation Rate			
Godinez Fundamental High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	2.5	1.1	0.5
Graduation Rate	97.15	98.53	98.88
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	8	♦
Fine and Performing Arts		♦
Foreign Language	8	♦
Mathematics	7	♦
Science	5	♦
Social Science	16	♦
All courses	44	0.8

* 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	85.85
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	63.34

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	756
% of pupils completing a CTE program and earning a high school diploma	96.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88

Career Technical Education Programs

Today's cutting-edge, rigorous and relevant career and technical education (CTE) prepares high school students for a wide range of high-wage, high-skill, high-demand careers. CTE courses are available to all high school students in the Santa Ana Unified School District. The goals of the program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career 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 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. Some courses 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, work-based learning opportunities are available for students to apply theories and skills learned in the classroom to an actual job situation further enhancing 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.

Art of Digital Photography (UC)+S
Art of Animation
Computer Technology +S
Professional Dance (UC)
Sports Medicine (UC)
Video Game Design +
Web Page Design
5/5