REACH Academy

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Ana Unified School District
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School Description

REACH Academy's Mission is to meet the unique educational, social, physical, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for lifelong learning and a desire to pursue college and career opportunities.

REACH Academy's Vision is a student-centered second chance at success. We do this by having caring staff that build connections and relationships with students, while providing alternative methods of teaching, assessment and learning. The school offers a rigorous and relevant curriculum, strategies of prevention and intervention for at-risk behavior, and extended learning opportunities, all in a safe and healthy environment. With this approach, in collaboration with our community partners, we are able to meet the unique educational, social, physical and emotional needs of the diverse students we serve.

REACH Academy's Motto: Soaring to REACH New Heights

School Description: REACH Academy is a Community Day School operated by the Santa Ana Unified School District. REACH Academy serves the District's students who have been expelled, referred by a School Attendance Review Board (SARB), referred by a Pupil Placement Committee (PPC) for behavior, attendance and/or performance issues, referred by Orange County Probation, and/or other youth at high risk.

REACH Academy first opened in the year 2000 as an Intermediate Community Day School, which was located at a facility leased from a church. Within a short time, a High School program was added, and that program was located at a commercial store front location. Soon after, both programs were combined and relocated to another leased commercial building. Currently REACH Academy is composed of nine portable classrooms on the Osuka property, which was donated to the Santa Ana Unified School District by a local farming family.

REACH Academy operates a 360-minute instructional day, which is a student-centered approach that supports and embraces the diverse needs of the students by providing an alternative method of teaching, assessment and learning, rigorous and relevant teaching and curriculum, intervention and prevention, extended learning opportunities, safe and healthy environments, and partners with community resources. On April 26th, 2016, the Santa Ana Unified School District Board of Education renamed the school REACH Academy, which stands for Responsible Citizens, Effective Communicators, Active Learners, Critical Thinkers, and Healthy Individuals. If the students can truly become Responsible Citizens, Effective Communicators, Active Learners, Critical Thinkers, and Healthy Individuals, they will not only have success and/or the necessary tools for success when they return to the comprehensive schools as students, but they will also be more likely to have success as adults in life.

Besides offering the traditional subjects such as English Language Arts, Mathematics, Social Studies, Sciences, Foreign Language, and Physical Education, REACH Academy has created what is called the Hope, Engage, Achieve, Restore and Transition (HEART) class, which is an orientation class for all new students. Its purpose is to relieve the stresses these students and their families are experiencing, as well as to better prepare them for success. The HEART class was designed for the students to stay in the program on average for 20 days, and each letter of HEART has a module created in Canvas Learning Management that include lessons about each letter of HEART. These lessons integrate technology, reading, writing, reflecting, sharing, restorative circles, cross-curriculum teaching, and career exploration. The HEART class is a collaborative effort with Project Kinship.

Project Kinship is one of many community partners at REACH Academy. Project Kinship's Mission is to increase community safety, promote hope, health and well-being among the formerly incarcerated and their families, and help individuals successfully re-enter the community. Project Kinship is providing direct individual support with Case Management to students and families with support linked to community resources, one-to-one paraprofessional counseling, individual gang mediation, crisis-based gang intervention on site and de-escalation support, one-on-one substance abuse counseling services and student home visits, and providing group support with restorative practice circles, emotional literacy and anger management groups, after school restorative practice group, youth development activities, gang intervention groups, female intervention groups, and substance abuse groups.

Other community partners on-site daily are Orange County Probation and Orange County Department of Education – Mental Health, as well as other community partners who help to provide extended learning opportunities. With all of this, we can meet the unique educational, social, physical, and emotional needs of the diverse students we serve, and provide them with a second chance at success.

District Profile
Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% 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, 20 schools have received the Golden Bell Award since 1990.Each of Santa Ana Unified School District's staff members, parent, 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 8	4
Grade 9	7
Grade 10	9
Grade 11	7
Grade 12	5
Total Enrollment	32

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	62.5
Students with Disabilities	31.3
Foster Youth	0

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			
REACH Academy	**14-15**	**15-16**	**16-17**
With Full Credential	9	10	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	◆	◆	2140
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	10

Teacher Misassignments and Vacant Teacher Positions at this School			
REACH Academy	**14-15**	**15-16**	**16-17**
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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 11, 2016, 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. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 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 including those 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.

	Textbooks and Instructional Materials Year and month in which data were collected: October 11, 2016	
Year Adopted	**Intermediate School Textbook Publisher**	**Grades**
Mathematics		
2008	CGP Education, *California Mathematics*	6
2008	CGP Education, *California Mathematics*	7
2008	Holt, Rinehart, Winston, *Holt California Algebra Readiness*	8
2008	College Preparatory Mathematics, *California Algebra Connections*	8
Language Arts		
2010	Hampton Brown, *Inside Language (A-G))*	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8

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
2003	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	12
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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/22/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			BOYS RR: Holes in floor tile w/o: 263448
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	0	16		44	40	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	12	12	27	31	44	48
Math	0		22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
	Number of Students		Percent of Students	
Group	**Enrolled**	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	26	21	80.8	
Male	20	17	85.0	
Hispanic or Latino	26	21	80.8	
Socioeconomically Disadvantaged	23	20	87.0	
English Learners	15	13	86.7	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	**8**	16	15	93.8	
Hispanic or Latino	**8**	16	15	93.8	
Socioeconomically Disadvantaged	**8**	13	12	92.3	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)
Parents are encouraged to get involved in Santa Ana Unified School District's REACH Academy learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are always invited to help plan and attend school-sponsored events. We provide a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These include:

• Back to School Night
• Open House
• Career Day
• Promotion activities
• 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

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 796-9000.

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:
- ParentLink Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- 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 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	29.7	39.3	41.7
Expulsions Rate	0.0	0.5	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	9	9	6	11	11	2					
Mathematics	9	8	8	12	10	10						
Science	6	5	5	3	10	10						
Social Science	16	6	6	4	11	11	2					

* 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.

Professional Development provided for Teachers

The legislation outlining the procedures for REACH Academy School states that there must be a 6 hour teaching day everyday school is in session. It does not allow for modified days or staff development days. Therefore, the teachers at REACH Academy School participate in staff development during after school and during school hours. The subjects covered during the staff development days are: Maintaining Positive Culture: Trauma Informed, Restorative Practices, Restorative Practices with Circles, PBIS, PBIS Behavior Matrix, Zones of Regulations, Togetherness, Blended Learning: Blended Learning Model, Google Docs, Google Classroom, Canvas, Teacher Web Page Creation, High Order Thinking: Higher Order Use of Words and Meaning, Learning Boards, Project Based Learning, Evidence Based Writing, CBL and CPM, District Curriculum: Thinking Maps, Literacy/EL Strategies, and Online Resources, Success Skills: Avid Skills, Note Taking, Organization, Student Presentations, Speaking Skills, and Other: MAP Assessment and MAP Survey, and WASC, which will help to create a Student Centered Second Chance at Success.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,618	$45,092
Mid-Range Teacher Salary	$77,227	$71,627
Highest Teacher Salary	$100,016	$93,288
Average Principal Salary (ES)	$123,500	$115,631
Average Principal Salary (MS)	$125,613	$120,915
Average Principal Salary (HS)	$139,614	$132,029
Superintendent Salary	$313,500	$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$20,477	$2,171	$18,306	$101,029
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			434.8	21.8
Percent Difference: School Site/ State			222.5	33.2

* Cells with ♦ do not require data.

Types of Services Funded

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
- 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 Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
REACH Academy	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	9.60	8.20	6.20
Graduation Rate	85.93	87.37	88.88
Santa Ana Unified School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	9.60	8.20	6.20
Graduation Rate	85.93	87.37	88.88
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	81.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on industry specific program of study over a two to four year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers is the areas of science, technology, engineering and math (STEM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana 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 all 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. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience. SAUSD continued to provide students to participate as interns in an exclusive internship opportunity at the prestigious JPL Laboratory in Pasadena. SAUSD was honored for the second year to have the only high school students who participated in this incredible opportunity.

Prepared by Don Isbell, CTE Director
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DataQuest

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.