



**Thursday, November 14, 2019  
Special Board Meeting**

**Santa Ana Unified School District  
Board of Education  
Special Board Meeting Agenda  
Closed Session: 5:30 p.m.**

**Valerie Amezcua: President, Rigo Rodriguez, Ph.D.: Vice President, Alfonso Alvarez, Ed.D.: Clerk,  
John Palacio: Member,  
Alan Rasmussen, Ed.D. and Richard Tauer: Interim Co-Superintendents**

**If special assistance is needed to participate in the Board meeting, please contact the Superintendent's office, at (714) 558-5512. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.**

**Mission Statement:**

**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.**

**Role of the Board:**

**The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:**

- 1. Setting a direction for the District.**
- 2. Providing a basic organizational structure for the SAUSD by establishing policies.**
- 3. Ensuring accountability.**
- 4. Providing community leadership on behalf of the District and public education.**

**Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.**

**Board Meeting Documentation:**

**Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.**

**Public Comments at Board Meetings:**

**The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.**

**Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.**

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The Request to Address the Board of Education cards are located on the table in the foyer.

**Televised Meeting Schedule:**

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at <http://www.sausd.us>

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**1. CALL TO ORDER 5:30 P.M.**

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**2. RECESS TO CLOSED SESSION**

2.1 With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/REASSIGNMENT/APPOINTMENT

2.2 PUBLIC EMPLOYMENT; Superintendent

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**3. RECONVENE SPECIAL BOARD MEETING**

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**4. PLEDGE OF ALLEGIANCE**

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**5. PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)-In accordance with Board Bylaw 9320, individuals may address the Board on matters on this agenda, because this is a Special Board meeting.**

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**6. REGULAR AGENDA - ACTION ITEMS**

6.1 Approval of New Job Description: Family and Community Engagement (FACE) Specialist

6.2 Approval of Ed Options Plan to Increase Credit Recovery Opportunities for High School Students

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**7. ADJOURNMENT**

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**8. FUTURE MEETING: Regular Board Meeting, Tuesday, November 19, 2019 at 6:00 p.m.**

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## 6. REGULAR AGENDA - ACTION ITEMS

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<b>Subject</b>	<b>6.1 Approval of New Job Description: Family and Community Engagement (FACE) Specialist</b>
Meeting	Nov 14, 2019 - Special Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 14, 2019
Absolute Date	Nov 14, 2019
Recommended Action	Approve the new job description: Family and Community Engagement (FACE) Specialist.
Goals	<p>GOAL 2 - : Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community. (BASE and ALL STUDENTS)</p> <p>ACTION 2.4 - Provide site-based family and community engagement (FACE) opportunities for all stakeholders that are culturally responsive, inclusive, and reflective of race, language, disability and culture to ensure equitable access to community social service resources, workshops, leadership opportunities (CAC,SCC, etc.), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, child care.</p> <p>SERVICES 2.04002 Community Liaisons expenses such as salary and benefits</p>

### AGENDA ITEM BACKUP SHEET

**TITLE: Approval of New Job Description: Family and Community Engagement (FACE) Specialist**

**ITEM: Action**

**SUBMITTED BY: Hiacynth D. Martinez, Ed. D., Assistant Superintendent, Human Resources**

**PREPARED BY: Alfonso Jimenez, Ed. D., Deputy Superintendent, Educational Services**

**ITEM SUMMARY:**

The new job description of Family and Community Engagement (FACE) Specialist will provide, support and advisory services to the District, FACE staff, parents, families and the community as it relates to the practice of FACE Districtwide.

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the new job description: Family and Community Engagement (FACE) Specialist. The position will report to the Director of Community Relations or designee. The FACE Specialist will provide support and advisory services to the District and to FACE personnel on site regarding the planning, designing, and monitoring of the practice of Family and Community Engagement across the District. They will furthermore provide professional development and support to District personnel along with program development and support. The creation of this position is required as one of the grant components of the CalOptima grant.

**RATIONALE:**

The Family and Community Engagement (FACE) Specialist is essential in providing support and outreach to parents, families, community and school personnel as it relates to the practice of Family and Community Engagement at all District school sites. The FACE Specialist will work directly with stakeholders to assist in addressing issues which impact and affect a student's social, emotional and academic development. This position will be responsible for consulting/collaborating with school personnel to develop, strengthen and monitor the practice of Family and Community Engagement. The FACE Specialist will promote and support a team approach by collaborating with both FACE staff, school staff and community organizations to provide support to all families. Additionally, this position will develop and provide professional development, as well as differentiated training and coaching opportunities to both FACE staff and school sites in areas related to the practice of Family

and Community Engagement, resources and programming. The FACE Specialist will also provide supervision to FACE staff, by providing coaching/training, program development, data analysis and day to day support. This is a grant funded position for 3 years.

The new job description is attached.

**FUNDING:**

Classified Manager Salary Schedule Level 13: \$5,883 - \$7,214 (monthly)

**RECOMMENDATION:**

Approve the new job description: Family and Community Engagement (FACE) Specialist.

HDM:gg

File Attachments  
NEW Family & Community Engagement (FACE) Specialist JD 11-14-19.pdf (169 KB)



## SANTA ANA UNIFIED SCHOOL DISTRICT

### FAMILY AND COMMUNITY ENGAGEMENT (FACE) SPECIALIST

#### **JOB SUMMARY:**

Under the direction of the Family and Community Engagement Coordinator and/or designee, assist in the management and day-to-day operations of the practice of Family and Community Engagement in accordance with State, District, and local laws. Supervise, monitor, coach, support and evaluate Family and Community Engagement staff, develop and implement staff, parent and community workshops, and facilitate outreach services for families.

#### **REPRESENTATIVE DUTIES:**

- Build and maintain relationships with parents, families, teachers, administrators and community members. **E**
- Assist in planning, curriculum development, coordination, and implementation of FACE programming at both site and District level. **E**
- Provide assistance and training in program procedures to District staff, FACE liaisons and families. **E**
- Case manage parent concerns that connect directly to school sites. **E**
- Support events and activities connected to family engagement at school sites and District level. **E**
- Coordinate the activities of the Wellness Center as it relates to programming and resources with outside agencies and community representatives. **E**
- Prepare and/or supervise the preparation of manuals, handbooks, and newsletters. **E**
- Assess needs and assist in development, implementation and evaluation of special projects and programs. **E**
- Organize, facilitate, and provide professional development to school-based teams around the practice of Family and Community Engagement programs and resources. **E**
- Attend parent advisory groups as a representative both at the school site and at the District. **E**
- Plan collaboratively and deliver differentiated professional development to staff and parent groups. **E**
- Gather and analyze data and prepare reports and proposals related to Family and Community Engagement. **E**

## **FAMILY AND COMMUNITY ENGAGEMENT (FACE) SPECIALIST (CONTINUE)**

### **REPRESENTATIVE DUTIES: (Continued)**

- Ensure all parents, families, and community members are welcomed and involved in the learning process for their children. **E**
- Maintain documentation and compliance, supervise maintenance of records. **E**
- Connect and collaborate with community organizations and agencies to connect resources to school communities. **E**
- Maintain accurate records of agency contacts, services, resources and information aligned to the strategic and regional growth of programming and services available to families in the District. **E**
- Develop and implement operational procedures for site based Wellness Centers to ensure a welcoming and standardized mode of operation for all sites. **E**
- Conduct evaluations of site Wellness Centers in regards to operations, programming evaluation and resource matching to meet the needs of diverse learning and school community. **E**
- Supervise and evaluate performance of assigned staff. Assign and review work and participate in the selection of new personnel as assigned. Recommend and participate in disciplinary action as needed. **E**
- Coach assigned FACE staff in their practice of FACE as it relates to programming, resources and Wellness Centers operations. **E**
- Perform other related duties as assigned. **E**

### **KNOWLEDGE AND ABILITIES:**

#### **Knowledge of:**

- Knowledge of curriculum and instructional strategies and methodologies in core content areas considered a plus.
- Knowledge and understanding of needs of diverse student populations.

#### **Ability to:**

- Ability to analyze and interpret data.
- Ability to assess and make decisions and provide leadership in a positive manner.
- Ability to work collaboratively with parents, staff, and community.
- Skill and accuracy in written and oral expression.

## **FAMILY AND COMMUNITY ENGAGEMENT (FACE) SPECIALIST (CONTINUE)**

### **EDUCATION AND EXPERIENCE:**

- Bachelor's Degree
- Five (5) years of program management experience. Experience in a non-profit a plus.
- At least three (3) years of experience supervising and coaching staff.
- Experience identifying family outreach opportunities and making referrals to appropriate agencies as needed.
- Knowledge in establishing, planning, organizing and implementing an effective staff development calendar based on identified staff needs and interests.

### **LICENSES AND OTHER REQUIREMENTS:**

- Valid California driver's license

### **WORKING CONDITIONS:**

#### **Environment:**

- School office environment.
- Subject to visiting school, home and community agencies.
- Drive vehicle to conduct work.

#### **Physical Abilities:**

- Hearing and speaking accurately to exchange information in person or over the phone.
- Seeing to monitor program service operations, read a variety of materials for extended periods of time and driving a vehicle.
- Bending at the waist, kneeling or crouching.
- Lifting, carrying, pushing or pulling objects, normally not exceeding thirty (30) pounds.
- Standing and walking for extended periods of time.
- Fine motor dexterity to type and utilize computer and other electronics.

#### **Hazards:**

- N/A

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Board Approved:

## 6. REGULAR AGENDA - ACTION ITEMS

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<b>Subject</b>	<b>6.2 Approval of Ed Options Plan to Increase Credit Recovery Opportunities for High School Students</b>
Meeting	Nov 14, 2019 - Special Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 14, 2019
Absolute Date	Nov 14, 2019
Fiscal Impact	Yes
Dollar Amount	\$303,785.10
Budgeted	Yes
Budget Source	General Funds
Recommended Action	Approve the Ed Options Plan to increase credit recovery opportunities for high school students.
Goals	<p>GOAL 4 - Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. (TARGETED SUPPORT)</p> <p>ACTION 4.4 - Provide interventions and supplemental programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.</p> <p>SERVICES 4.04001 Intervention programs</p>

### AGENDA ITEM BACKUP SHEET

**TITLE:** Approval of Ed Options Plan to Increase Credit Recovery Opportunities for High School Students

**ITEM:** Action

**SUBMITTED BY:** Daniel Allen, Ed.D, Assistant Superintendent, K-12 Teaching and Learning

**PREPARED BY:** Amy Scruton, Interim Director, Secondary Education

**ITEM SUMMARY:**

- Start date of January 7, 2019
- Provides additional resources for credit deficient high school students, including students with special education services
- Structures already in place to expand programs to allow for greater access

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of an Ed Options plan in order to increase credit recovery opportunities for high school students.

**RATIONALE:**

Currently, comprehensive sites use a variety of options to help students with credit recovery. Each comprehensive high school offers an APEX credit recovery class that is built into the school day. In this class students work at their own pace and have the ability to recover more than one class per semester. In addition, summer school is offered at each comprehensive high school campus with classes available for students for credit recover. Bridge classes through Santa Ana College are also offered outside

of school hours on high school campuses. Bridge classes usually meet one day a week and follow the high school semester calendar.

Educational Options consists of four programs designed to provide additional options to support students on the pathway to graduation. Each program targets specific student groups, and together they form a comprehensive and systematic program designed to support students who have struggled at their home high schools or intermediate schools.

The program options are:

- Continuation Education (Cesar Chavez, Cesar Chavez PM, and Lorin Griset),
- Independent Study Program (ISP),
- Community Day School (REACH),
- Virtual School.

Data shows we have a need for more credit recovery options so students can graduate on time. These options include opportunities to expand resources on comprehensive high school campuses and Ed Options sites.

Below are the four credit recovery possibilities to review for selection of the best-suited one for Board approval. This will offer another opportunity to recuperate credits for 9th and 10th grade students and will increase the graduation rate.

- Option A - Provide each comprehensive site with an additional .2 FTE in order to implement an additional period for credit recovery outside of the school day through the use of an APEX ISP blended model. Program would run for an hour before/after school. Service approximately 25 students per site at any given time.
- Option B - Implement a night program at REACH Academy for 50 comprehensive high school students, that would have concurrent enrollment, that allows students to stay at their home school site during the day and have the opportunity for two additional classes for credit recovery each quarter. Includes hiring two teachers for an additional two periods a day, extra security, and an assistant principal (AP). In addition, include support for students receiving special education supports and services through an additional 2 periods of teacher support to push into classrooms in a collaboration model.
- Option C - Expand the day-time use of REACH Academy to increase enrollment by 50 students for the use of credit recovery for comprehensive high school students. Program would target 10th grade students that are credit deficient. Include additional support for students receiving special education support and services through additional SSPs to push into general education classrooms.
- Option D - Implement a twilight program at Lorin Griset Academy for students that would consist of an ISP model with 3 periods after the school day, 4 teachers, with the ability to service up to 144 students at any one time. In addition, one special education teacher would be hired to support students receiving special education supports and services.

#### **FUNDING:**

Option A - APEX/ISP - \$41,220 from General Fund

Option B - REACH Academy PM - \$77,627.70 from General Fund

Option C - REACH Academy AM - \$9,298.80 from General Fund

Option D - Twilight LGA - \$175,638.60 from General Fund

#### **RECOMMENDATION:**

Approve the Ed Options Plan to increase credit recovery opportunities for high school students.

File Attachments

[Ed Options Overview & Recommendations - November 2019.pdf \(630 KB\)](#)



KEY COLLABORATORS - Amy Scruton, Katy Castellanos, Chad Greendale, Trucker Clark, Michael Parra, HS Assistant Principals, Brandi Augenstein, Emily Wolk, Sharon Bi

## Ed Options Overview

### RECOMMENDATION

To enhance access to credit recovery options at comprehensive high schools, improve services across our ed options sites, and boost support for students who are credit deficient, we make the following recommendations:

- Revise the RFA (placement) process to prioritize spaces at Ed Options sites for students who are in most need of credit recovery in order to graduate using a data-driven process.
- Provide comprehensive high schools with additional FTE via Title IV supported Virtual School immediately to boost sections of credit recovery accessible to students.
- Pilot a credit recovery option at REACH Academy in second quarter 2019-20.
- Promote credit recovery options at both Independent Studies & Chavez PM program for fully enrolled 9th and 10th grade students who are already behind in credits.
- Review special education staffing to ensure full access to Ed Options services and spaces for all students, including students with disabilities.

### OVERVIEW & RATIONALE

#### Educational Options Overview 2010-Present

Educational Options consists of four programs to serve students with various needs. The program options are:

- Continuation Education (Cesar Chavez, Cesar Chavez PM, and Lorin Griset),
- Independent Study Program (ISP),
- Community Day School (REACH),
- Virtual School.

Each option has programs targeted to serve specific student groups, and together they form a comprehensive and systematic program designed to support students who have struggled at their home high schools or intermediate schools.

Educational Options has developed and grown from its past iterations when the programs worked independently and with different processes and resources for students. This issue has largely been addressed so that the two continuation schools both now offer a full array of courses



to provide students A-G eligibility and online course options and also social emotional supports and parent outreach. The continuation schools in the past only served students during the day, but there is now an evening option at Chavez High School to enable students who work and those who need a concurrent option to recover credits while at their comprehensive high school, to have a variety of ways to meet their goal to graduate from high school and prepare for college and career.

REACH Academy, our Community Day School, has brought many of the needed wraparound services onto the school site along with an orientation class to help students acclimate to their new environment, and recently, in addition to the core academic program, new opportunities have become available for credit recovery.

The Independent Study Program has moved from having various satellite locations to one central site at Saddleback High School. ISP now also has credentialed teachers for each subject to provide comprehensive support in all content areas.

In the near future, the SAUSD Virtual School will become a reality. The Virtual School will expand opportunities for students to take A-G coursework for first-time learning, allowing them more flexibility and options in pursuing their areas of passion. We are piloting this program during the 2019-2020 school year with the goal of having the Virtual School up and running as early as fall, 2020.

As Educational Options continues to grow and develop, our overarching goal continues to be to provide students with structured, alternative learning opportunities and SEL support that will enable students who have struggled in traditional environments to meet their college and career readiness goals.

### ***Credit Recovery at Comprehensive High Schools***

Currently, comprehensive sites use a variety of options to help students with credit recovery. Bridge classes through Santa Ana College are offered outside of school hours on high school campuses. Bridge classes usually meet one day a week and follow the high school semester calendar. Each high school has the option to have an APEX credit recovery class that is built into the school day. In this class students work at their own pace and have the ability to recover more than one class in a semester depending on the motivation of the student. In addition, summer school is offered at each campus with classes available for students for credit recovery at the comprehensive sites. The Ed Options sites offer accelerated opportunities for summer school credit recovery where students can take four classes rather than two at the comprehensive.

### ***Enrolling in an Educational Options School***

The Educational Options Program operates on a quarter, rather than a semester system. During each school year, there are four quarters, plus a summer session. This allows students the



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opportunity to recover more credits during a school year than they would be able to do at their comprehensive high schools.

Prior to the beginning of each quarter, the comprehensive high schools receive a notification of the number of students that can apply for transfer to a continuation school (Chavez or Griset). School counselors work as a team to identify the students they believe are in the biggest need of this type of support and then they complete a Request For Action (RFA) packet. They then bring these packets to the quarterly Ed Options intake meetings for review by the whole team to ensure that everyone is in agreement that Ed Options is the right support for each individual student. Once accepted into an Ed Options school, a representative from the school reaches out to the student and invites them to an orientation meeting.

The Independent Study Program at this time primarily provides support for students, who for one reason or another, have difficulty attending school on a daily basis. Students are identified for ISP by school counselors who then complete an RFA packet and send it to the ISP office for review. Upon acceptance, an ISP representative reaches out to the family and sets up an intake meeting. During the meeting, ISP program information is shared and family accepts the opportunity or declines. The school counselor from the student's home school is notified at that point of the acceptance or rejection. If the student rejects the opportunity, the school counselor will typically refer to PSS (Guadencio Marquez) to discuss other options.

For REACH Academy, students are placed via Pupil Support Services following an expulsion or involuntary transfer. Families and the PSS Director may also enroll students voluntarily, if it is determined that REACH is the best option for a student for safety reasons.

## Cesar Chavez High School

	2016-17	2017-18	2018-19
<b>Enrollment</b>	<b>363</b>	<b>376</b>	<b>383</b>
<b>Special Ed #/%</b>	<b>25/6.9%</b>	<b>21/5.6%</b>	<b>16/4.2%</b>
<b>ELD #/%</b>	<b>102/34.2%</b>	<b>131/37.8%</b>	<b>113/29.5%</b>
<b>D/F's #/%</b>	<b>38% Fall (1224) 37% Spring (1372) 20% Summer (91)</b>	<b>46% Fall (1653) 43% Spring (1660) 50% Summer (319)</b>	<b>47% Fall (1943) 55% Spring (2070) 20% Summer (5)</b>
<b>Credits Recovered</b>	<b>12067 (Fall) 14476 (Spring) 2121 (Summer)</b>	<b>12070 (Fall) 13480 (Spring) 1290 (Summer)</b>	<b>13995 (Fall) 12365 (Spring) 3410 (Summer)</b>
<b>Attendance</b>	<b>82%</b>	<b>91.7%</b>	<b>78%</b>



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<b>Referrals</b>	<b>33</b>	<b>35</b>	<b>95</b>
<b>Suspensions - Total</b>	<b>12</b>	<b>4</b>	<b>39</b>
<b>Suspensions - Days</b>	<b>52</b>	<b>8</b>	<b>41</b>
<b>Expulsions</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Grad Rate</b>	<b>77%</b>	<b>61.3%</b>	<b>62.4%</b>
<b>A-G Completion</b>	<b>1%</b>	<b>.8%</b>	<b>1.4%</b>

## Staffing

AM Program	PM Program
1 Principal 14 Certificated Teachers 1 Special Education Teacher 1 Special Education Paraprofessional 1 Counselor 3 Classified Office Staff 2 DSO's 2 Activity Supervisors	1 Assistant Principal 4 Certificated Teachers (two are filled full-time and two are used with 5 different hourly teachers) 2 Classified Office Staff 1 DSO

## Current Program

César E. Chávez High School is a continuation school in the Santa Ana Unified School District. In a small school setting, César E. Chávez offers a student-centered second chance at success with the goal of helping struggling students by serving the whole student. César E. Chávez High School's Vision is to meet the unique educational, physical, and social-emotional needs of our diverse student population in a safe and nurturing environment, while encouraging students to develop an enthusiasm for lifelong learning and the desire to pursue college and career opportunities. César E. Chávez High School's Mission is a student-centered second chance at success that serves the whole student. The caring staff accomplishes this by forming meaningful relationships with students, while providing alternative methods of instruction and assessment. The school offers a rigorous, relevant curriculum, strategies for prevention and intervention of at-risk students, and extended learning opportunities, all in a safe and healthy environment. With this approach, in collaboration with community partners, Cesar Chavez able to meet the unique educational, physical, and social-emotional needs of the diverse students we serve.

## Independent Study Program



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	2016-17	2017-18	2018-19
<b>Enrollment</b>	<b>190</b>	<b>187</b>	<b>100</b>
<b>Special Ed #/%</b>	<b>37/19.5%</b>	<b>33/17.7%</b>	<b>28/28%</b>
<b>ELD #/%</b>	<b>47/24.7%</b>	<b>48/25.7%</b>	<b>23/23%</b>
<b>D/F's #/%</b>	<b>6% Fall (23) 10% Spring (48) 7% Summer (2)</b>	<b>4% Fall (8) 9% Spring (55) 13% Summer (10)</b>	<b>9% Fall (21) 9% Spring (39) 12% Summer (11)</b>
<b>Credits Recovered</b>	<b>1862(Fall) 2447 (Spring) 145 (Summer)</b>	<b>1037 (Fall) 3394 (Spring) 419 (Summer)</b>	<b>1201 (Fall) 2436 (Spring) 527 (Summer)</b>
<b>Attendance</b>	<b>51.9%</b>	<b>38.1%</b>	<b>53.6%</b>
<b>Referrals</b>	<b>0</b>	<b>2</b>	<b>6</b>
<b>Suspensions - Total</b>	<b>0</b>	<b>2</b>	<b>3</b>
<b>Suspensions - Days</b>	<b>0</b>	<b>6</b>	<b>6</b>
<b>Expulsions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Grad Rate</b>	<b>53%</b>	<b>50%</b>	<b>68.3%</b>
<b>A-G Completion</b>	<b>5.2%</b>	<b>6.2%</b>	<b>10.6%</b>

Staffing	Students	Max Capacity
No Administrator (Saddleback) 8 Gen Ed FTE 1 SpEd FTE 1 SSP .4 FTE PE .2 FTE VAPA .2 FTE APEX .2 FTE FL 1 Counselor One Day school psych	Full – Time= 443 Concurrent Enrollment= 261 Special Ed = 43 504 = 6 Home Instruction = 2 Program Graduates = 155 Completed program to grad with home school=	<b>368</b> (inclusive of 25 Special Ed at a time) This gives the Gen Ed teachers a caseload of 40 students. However, there is no CBA language on it.



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One and a half Day Clinician	187	
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The Independent Study Program (ISP) program delivers a one on one, low-anxiety academic environment to many students from all high schools across SAUSD. The ISP structure allows students to complete 30 credits each semester. ISP is not a school, rather a program so students continue to have the support of their home schools if needed. Additionally, Saddleback High School resources are utilized for all ISP students. Many students who are referred to ISP cannot be in a regular classroom setting with other students or they cannot attend school daily due to medical conditions. ISP truly works as an individual academic program as each student has their unique needs that cannot be met at a comprehensive high school.

The Independent Study Program has grown tremendously over the past two years. We have added three additional teachers to work an afternoon component to the program. Students now have appointment options between 8:00am-5:00pm to complete their graduation requirements. The facility for the program is currently housed in Building 700 at the Saddleback High School campus.

The Independent Study Program has its major successes in helping students complete their graduation requirements during difficult times in their lives in addition to the last one or two classes students need to complete their senior year. ISP also serves students who are non-grads and gives them opportunities to earn their high school diploma if they register within the state guidelines. Teen parents and students who are facing safety challenges often find the flexibility of the program to meet their needs. Students stay in ISP as long as they are credit-ready. If they are credit deficient, students transition to other Ed Options schools to recover their missing credits.

## Lorin Griset Academy

	2016-17	2017-18	2018-19
<b>Enrollment</b>	<b>344</b>	<b>338</b>	<b>297</b>
<b>Special Ed #/%</b>	<b>31/9%</b>	<b>42/12.4%</b>	<b>46/15.5%</b>
<b>ELD #/%</b>	<b>115/35.3%</b>	<b>138/37.6%</b>	<b>117/39.4%</b>
<b>D/F's #/%</b>	<b>51% Fall (72) 54% Spring (201)</b>	<b>50% Fall (272) 55% Spring (177)</b>	<b>57% Fall (311) 59% Spring (239)</b>



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	<b>15% Summer (0)</b>	<b>37% Summer (0)</b>	<b>0% Summer (1)</b>
<b>Credits Recovered</b>	<b>11547(Fall) 12311 (Spring) 2720 (Summer)</b>	<b>12089 (Fall) 11345 (Spring) 3055 (Summer)</b>	<b>9987 (Fall) 9838 (Spring) 4260 (Summer)</b>
<b>Attendance</b>	<b>81.8%</b>	<b>83.3%</b>	<b>81.6%</b>
<b>Referrals</b>	<b>211</b>	<b>395</b>	<b>280</b>
<b>Suspensions - Total</b>	<b>19</b>	<b>59</b>	<b>47</b>
<b>Suspensions - Days</b>	<b>46</b>	<b>125</b>	<b>92</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Grad Rate</b>	<b>54.5%</b>	<b>47.2%</b>	<b>46.2%</b>
<b>A-G Completion</b>	<b>0%</b>	<b>2.5%</b>	<b>0%</b>

<b>Staffing</b>	<b>Students</b>	<b>Max Capacity</b>
1 Principal 15 Full-time Certificated Teachers 0.4 Part-time Certificated Teachers 2 Special Education Teachers 2 Special Education Paraprofessionals 1 Counselor 3 Classified Office Staff 1 DSO 2 Activity Supervisors	Student enrollment has fluctuated during the past four years: 2015-16 = 376 2016-17 = 326 2017-18 = 367 2018-19 = 371 Each of the four 9-week quarters we enroll 40-80 new students coming from the comprehensive schools based on graduation, return to home-school, and movement to other programs.	Our school is currently staffed for 333 students for the 2019-20 projected enrollment.



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Lorin Griset Academy is a continuation education school under the educational options alternative program models for the California Department of Education. Our school seeks to provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential. Students referred to Lorin Griset have experienced some level or form of disruption to their educational path that has resulted in falling behind in credits. All of Lorin Griset’s staff is committed to engaging these students in renewed opportunities for success and hope. Through a structure of two 45-day/9-week quarters each semester, students have the potential of completing a semester’s worth of credits and recovering one semester’s worth of credits that would not have been feasible at their comprehensive high school. This together with a small-school environment and lower class size helps students reconnect that may have felt disengaged from school. Social and emotional supports through a PBIS trained staff, therapist 2.5 days a week, psychologist 1 day a week, and restorative practice partner Neutral Ground 3 days a week provide vital intervention and positive relationships with adults.

## REACH Academy

	2016-17	2017-18	2018-19
<b>Enrollment</b>	<b>61</b>	<b>64</b>	<b>60</b>
<b>Special Ed #/%</b>	<b>20/32.8%</b>	<b>22/34.4%</b>	<b>21/35.0%</b>
<b>ELD #/%</b>	<b>15/48.4%</b>	<b>19/44.2%</b>	<b>30/50.0%</b>
<b>D/F’s #/%</b>	<b>29% Fall (65) 37% Spring (123) 19% Summer (14)</b>	<b>21% Fall (52) 25% Spring (72) 21% Summer (86)</b>	<b>30% Fall (66) 27% Spring (97) 0% Summer (0)</b>
<b>Credits Recovered</b>	<b>730(Fall) 1235 (Spring) 260 (Summer)</b>	<b>910 (Fall) 1190 (Spring) 1860 (Summer)</b>	<b>840 (Fall) 1415 (Spring) 1090 (Summer)</b>
<b>Attendance</b>	<b>79.4%</b>	<b>77.3%</b>	<b>75.9%</b>
<b>Referrals</b>	<b>238</b>	<b>286</b>	<b>295</b>
<b>Suspensions - Total</b>	<b>86</b>	<b>108</b>	<b>110</b>
<b>Suspensions - Days</b>	<b>170</b>	<b>219</b>	<b>202</b>
<b>Expulsions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Grad Rate</b>	<b>50%</b>	<b>50%</b>	<b>75%</b>



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A-G Completion	0%	0%	0%
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Staffing	Students	Max Capacity
1 Principal 6 Certificated Teachers 2 Outreach Consultants 1 Special Education Teacher 1 Special Education Paraprofessional 1 DSO 1 Activity Supervisor 2 Classified Office Staff	35-75 Students (Fluctuates throughout the year based on referrals from PSS and Juvenile Hall)	100 Students

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 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. 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 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. HEART stands for *Hope, Engage, Achieve, Restore and Transition*. The HEART class was designed for the students to stay on average for 20 days, and each letter of HEART has a module created in Canvas 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.

## SAUSD Virtual High School Pilot

Staffing	Students	Max Capacity
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No administrator. One curriculum specialist is facilitating the pilot.	2019-2020 Classes are music appreciation, Spanish, Earth Science, College and Career, and World History	TBD
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The State of California defines Virtual instruction as “instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies.” Online learning, in myriad forms, has been an ongoing trend in education for years. It affords students flexibility in scheduling, personalization of learning styles, and additional options for exploration of subject area competence outside of the core educational program.

The purpose of SAUSD Virtual School is to provide students an accredited online environment through which students can achieve grade promotion, a high school diploma, and/or take coursework allowing them to meet or exceed their learning goals in a personalized and flexible environment. The vision of SAUSD Virtual School is to create a self-sustaining organization recognized as a viable option for achieving high quality, customized learning opportunities.

Summer of 2019, students began participating in an online pilot first time learning credit with a virtual school model. Two cohorts are actively engaged in online courseware in Spanish and Earth Science classes. The Earth Science course was chosen due to the unavailability of a current A-G certified district curriculum. It is being utilized to satisfy a lab science requirement for college admission. Spanish was chosen as a stated need at one high school, particularly to make a third year of world language available to students.

The models deployed in each course are slightly different. The language department at Santa Ana High School is teaching Spanish with students in a face to face setting, with students allowed to continue work online outside of the classroom. All curriculum is provided through an online courseware vendor that is A-G approved and subject matter teachers facilitate the delivery of content while supplementing the digital curriculum with instruction. The Earth Science course is also A-G approved and includes wet and dry lab participation, face to face, but the remainder of the content is completed in an Independent Studies Program model, with students working outside of their academic schedule and meeting weekly with the virtual school instructor to monitor progress, take proctored exams, and complete hands-on labs.

### ***Where our program is going?***

Moving forward, students in the SAUSD Virtual School will be offered instruction in a minimum of one course offered by means of the Internet, with all content delivered via state



certified and high quality curriculum. Multiple course offerings will be available to students in various grade levels, starting with high school. In the Fall, Music Appreciation, Spanish, World History, and College and Career will be offered. This list is based upon the needs at various school sites. Online instruction requires a certain level of organization and skills using multiple media sources. It is the goal of the SAUSD Virtual School that students will have the opportunity to demonstrate the necessary skills to participate in this type of instruction. Therefore, students may be offered coursework and tutorials in the skills necessary to develop the necessary knowledge to participate in online coursework. The school also understands that not every student is interested in or skilled in navigating instruction primarily over the Internet and that online learning is one more service option provided to a diverse learning community. Over time, online courses will be made available to other grade levels and in more innovative deployments to include Advanced Placement courses, to meet IEP goals, and others.

The Virtual School is:

A program that provides services to families whose students are seeking an educational option that they can direct from home or school with a flexible schedule, personalized and state certified curricular choices, and access to resources under the directional support of licensed educational professionals.

A school-within-a-school blended learning environment that individualizes student learning via digital content with supportive core teachers. Students are provided the opportunity to take an online course with a highly qualified teacher rather than sitting in a face-to-face classroom. The online catalog will offer regular course offerings typical of a high school curriculum.

Certified, highly qualified instructors provide one-on-one instruction to students while joining learning coaches and student service facilitators in providing frequent interaction, affirming progress and challenging students to a high level of mastery through quality feedback.

The SAUSD Virtual School is not:

An exclusively online instructional delivery model. Instead, the school and the educational delivery of curriculum requires significant involvement of the students' instructors, learning coaches, student service facilitators and families.

An "at-risk" educational program for students who are credit deficient or find themselves unsuccessful in the traditional educational setting. However, "at-risk" students may enroll provided they meet enrollment criteria.

### ***What's going really well?***

Instructors were trained on the online platform in May 2019 and have successfully enrolled students in courses and managed the learning system to commence instruction. The staff seem



adept at handling the online classroom. One instructor stated that the online courseware was impressive to see in action from beginning to end.

Students in the SAHS Spanish courses are accelerating their learning. In some cases, students are able to complete a semester of course credit in the equivalent of several weeks rather than a traditional 18-week term. Thus far, 25 of 28 students are demonstrating mastery of content and are completing the online semester course ahead of pacing established by instructors for summer. Earth Science is moving at a difference pace due to the necessity of in-person lab completion.

## **Educational Options Student Support Programs**

### ***Attendance Intervention***

The Attendance Team (A-Team) provides tiered interventions to support all students with school attendance including the Student Attendance Review Board (SARB) process, truancy diversion in collaboration with school site staff, and school placements in alternative option settings. Due to the challenges some of our students face our team provides individualized support to meet each of our students.

- Attendance Outreach
- Conduct home visits to address school attendance
- Facilitate transition for students released from custody for school placement
- Provide students alternative education options for credit recovery
- Liaison with school administrators and staff both SAUSD and OCDE/ACCESS
- Provide parent presentations on the importance of school attendance
- Coordinate and host District Attorney meetings regarding truancy
- Pre and post SARB monitor and intervention
- Refer and link students and families to community agencies
- Provide staff trainings or workshops on topics related to attendance (i.e. Attendance Focus, Attendance Collaboration, SART's)
- Provide data reports to sites
- Non-Grad outreach
- Truancy referral petitions to truancy court
- Student welfare checks
- Student transitions and school referrals

### ***Teen Parent Support Services***

Primary goal of our Teen Parent Support Services program is to provide essential services to pregnant and parenting teens to ensure completion of their high school graduation. The Cal-Safe Outreach Consultant registers the student in the program, and an initial assessment is completed during intake. Subsequent referrals are made based on the individual needs of students, their child(ren) and family. Cal-Safe staff conducts a post-partum follow-up on



pregnancy outcomes with each student. If child care services are needed, babies are placed on a waiting list for child care either at Valley H.S. or Lorin Grisnet, Cal-Safe students meet frequently with Cal-Safe Outreach Consultant to ensure progress toward their educational goals. Students are also provided with biweekly workshops on topics such as parenting education, health education, and other trainings to support their needs as teen parents. Additional services provided by the program include nutritional supplements to pregnant and lactating teens, monthly bus passes to ensure transportation to and from school, and collaboration and coordination with various district departments (including Pupil Support Services, School Counselors, Registrars and School Nurses).

In the 2018-2019 school year, approximately 150 students received case management services from the Outreach Consultant. Approximately 34 infants and toddlers were provided with child care services between Lorin-Grisnet Academy and Valley High School. Biweekly workshops were provided at Santa Ana High School, Valley High School, and Lorin-Grisnet Academy, serving approximately 20 families per session.

### ***Family Youth Services***

The Family Support Program (FSP) focuses on academic achievement support, attendance, college and career pathways and connect foster youth with their school community. Services provided to all Educational Options are the following:

- AB 216 Foster Youth Graduation Exemption evaluation
- Support during school meetings (i.e IEPs, discipline, SARBs etc)
- Financial assistance with emergency basic needs (i.e clothing, hygiene products etc.)
- Senior Outreach- assist with FAFSA app, work collaboratively with school counselors to help students stay on track, financial assistance to senior activities etc.
- Liaison between county agencies, school district and court
- Provide bus passes
- Summer camp and college field trip provided to all secondary students to expose student to new adventures, peer connection and college/career exploration
- Process all school records coming in and going out when foster student move
- Advocate for foster students by providing education on foster youth legislation

### ***McKinney-Vento Program***

McKinney-Vento is a federal program supporting homeless children and youth and their rights in education. The legal definition, based on the McKinney-Vento Homeless Education Assistance Act, includes anyone who: lacks a regular, fixed and adequate nighttime residence; is sharing housing due to economic hardship; is living in a shelter, hotel or motel; is living in a public place not designated for sleeping (cars, parks); is an unaccompanied youth (not in the physical custody of their parent or legal guardian in inadequate housing; is a child abandoned in a hospital; and/or



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is a migrant child who qualifies under any of the above. Rights under this Act, and state law, begin with immediate enrollment; continuing to attend the school where their homelessness began, even if they have moved into the boundaries of another school or district; enrollment even if they do not have school or immunization records; transportation to their school of origin (SOO) and/or their pathway of matriculation (POM), if they qualify; and participation in special programs or services. Our Educational Options schools have the following opportunities for their identified McKinney-Vento students:

- Tutoring to help raise their achievement levels due to gaps in their education;
- Review of 11<sup>th</sup> and 12<sup>th</sup> grade students for possible inclusion in AB 1806 – State Credits only for graduation, if they qualify;
- FAFSA letter for 12<sup>th</sup> grade unaccompanied youth (not in the physical custody of their parent or legal guardian) who are homeless and for those 12<sup>th</sup> grade unaccompanied youth who are on the verge of homelessness;
- Attention to attendance for those who have chronic absenteeism (10 or more) - home visits, parent conferences, SART Meetings, SARB meetings to find a coordinated solution to why they are having difficulty with attendance;
- Free breakfast and lunch – without needing to fill out any paperwork;
- Connection to community agencies that provide medical, dental, vision, clothing and groceries as well as assistance with housing and emergency shelters; and
- Transportation to School of Origin/Pathway of Matriculation, if they qualify.

Site	Total Enrollment	M-V Enrollment	% M-V Enrollment	M-V Chronic Absenteeism	%M-V Chronic Absenteeism
Chavez AM	291	33	11.34%	25	75.76%
Chavez PM	92	16	17.39%	16	100%
ISP	122	17	13.93%	11	64.71%
Griset	305	71	23.28%	54	76.06%
REACH	61	16	26.23%	14	87.50%

## *Project Kinship*

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.

## *Special Education Services & Ed Options*

- Chavez HS – approx. 19 students on IEPs (1.0 FTE Mild/Mod teacher and 1 SSP)
- Lorin Griset HS - approx. 34 students on IEPs (2.0 FTE Mild/Mod teachers and 2 SSPs)
- ISP - approx. 15-22 students on IEPs (1.0 FTE Mild/Mod teacher and 1 SSP)
- REACH- approx. 12-18 students on IEPs (1.0 FTE Mild/Mod teacher and 1 SSP)

A student with disabilities may receive their education in a general education classroom when the IEP team determines that his/her educational needs can be met in that setting with the use of supplementary aids and services.

Specialized Academic Instruction (SAI) - Provides instruction and special education services and supports to students who have mild/moderate disabilities. The delivery of services are provided in classes taught by education specialists, classes taught by general education teachers with special education support providers, or a combination of both, as deemed appropriate by the IEP team.

Related Services: Support services are provided when they are required to assist a student with disabilities to obtain educational benefit.

Support services may include, but are not limited to: Adapted Physical Education, Assistive Technology, Audiological Services, Braille Transcription, Career Awareness, College Awareness, Counseling and Guidance, Health and Nursing, Individual Intensive Services, Occupational Therapy, Orientation and Mobility Services, Physical Therapy, Psychological Services, Sign Language Interpreter Services, Speech and Language

## **TIMELINE**

Implement changes immediately so action can be taken before the December quarter 3 meetings for Ed Options.



## Appendix A

### Ed Options Overview of 2nd Quarter RFAs

#### Background

On Thursday, October 3<sup>rd</sup> and Friday, October 4<sup>th</sup> a team consisting of district and site principals visited the high school counseling teams at each comprehensive school to determine which students would be attending quarter 2 at both Loren Griset and Cesar Chavez (AM and PM). Below is a copy of the email that was sent out to sites from Mr. Parra describing expectations for our visit.

*All Counselors and Administrators,*

*Below and attached is information regarding the Ed Options 2019-2020 Quarter 2 RFA dates, numbers and paperwork. Attached you will find:*

- *RFA form for Quarter 2*
- *RFA Ed Options Memo with Dates and Process Information*
- *RFA Checklist- We will be updating the checklist to reflect ELPAC results.*

*RFA Face-to-Face Site Meetings- You will receive today invites for specific times for these RFA meetings on the following dates:*

- *Thursday, October 3<sup>rd</sup>- Century, Saddleback, Segerstrom*
- *Friday, October 4<sup>th</sup>- Santa Ana, Valley, Godinez*

*Some reminders on RFA:*

- *Please make sure that any Special Education RFAs are being submitted to Dr. Adrienne Sullivan, Coordinator for Special Education M/M High School Programs at: [adrienne.sullivan@sausd.us](mailto:adrienne.sullivan@sausd.us)*
- *In considering RFA's for English Learner students, please make sure students have successfully completed ELD course of study classes (we do not have ELD courses in Ed Options) and English literacy skills are at a level to participate successfully in all core content areas in a accelerated 9 week quarter system.*
- *If students are currently involved in social-emotional support programs or restorative practice groups, please note this so we could provide a continuity of services.*



- *There may be changes to the allocated number for new enrollees that may provide additional spots. Schools will be contacted by Ed Options schools.*

*Below are the current numbers for available Ed Option RFA new enrollees by school. Please note the numbers for the students receiving special education services is over and above the allocated number for new enrollees for schools and is not counted as part of that school's RFA numbers:*

### **Chavez AM Program**

- *Special Education number for new enrollees = 3*
- *Century = 10*
- *Saddleback = 10*
- *ISP = 5*
- *Segerstrom = 3*
- *Santa Ana = 3*
- *Valley = 3*
- *Godinez = 2*
- *Middle College = 1*
- *ALA = 1*

### **Chavez PM Program**

- *Century = 12*
- *Saddleback = 12*
- *ISP = 5*
- *Segerstrom = 4*
- *Santa Ana = 4*
- *Valley = 4*
- *Godinez = 2*
- *Middle College = 1*
- *ALA = 1*

### **Lorin Grisct Academy**

- *Special Education number for new enrollees = 4*
- *Century = 4*
- *Saddleback = 4*
- *ISP = 3*
- *Segerstrom = 2*



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- Santa Ana = 10
- Valley = 10
- Godinez = 2
- Middle College = 1
- ALA = 1

In preparation for this visit, collaborative conversations took place inquiring about previous practices from Katy Castellanos (previous Director of Ed Options). In addition, our counselor on special assignment, Brandi Augenstein helped to develop a query that was used in the past with counseling teams to determine credit deficient students. Below are two charts summarizing the data that was gathered from the queries.

<b>12<sup>TH</sup> GRADERS</b>	<b>&lt;100 CREDITS (All)</b>	<b>&lt;100 CREDITS (SpEd)</b>	<b>100 &lt;= CREDITS&lt;160 (All)</b>	<b>100 &lt;= CREDITS&lt;160 (SpEd)</b>	<b>160 &lt;= CREDITS&lt;180 (All)</b>	<b>160 &lt;= CREDITS&lt;180 (SpEd)</b>
CENTURY	5	3	27	8	66	9
CHAVEZ	17	2	115	7	26	1
CHAVEZ (pm)	12	1	31	1	19	0
GODINEZ	0	0	12	4	52	3
ISP	4	2	13	3	17	0
LORIN GRISET	38	3	128	15	25	7
REACH	0	0	2	2	0	0
SADDLEBA CK	0	0	8	2	71	12



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SANTA ANA	14	5	87	21	166	29
SEGERSTR OM	0	0	12	2	92	10
VALLEY	8	2	21	7	122	19
<b>TOTALS (ALL)</b>	<b>98</b>	<b>18</b>	<b>456</b>	<b>72</b>	<b>656</b>	<b>90</b>
<b>TOTALS (NO ED OPTIONS)</b>	<b>27</b>	<b>10</b>	<b>169</b>	<b>44</b>	<b>569</b>	<b>82</b>

11 <sup>TH</sup> GRADERS	<100 CREDITS (All)	<100 CREDITS (SpEd)	100 <= CREDITS<160 (All)	100 <= CREDITS<160 (SpEd)	160 <= CREDITS<180 (All)	160 <= CREDITS<180 (SpEd)
ALA	0	0	1	0	0	0
CENTURY	5	0	46	13	117	15
CHAVEZ (pm)	12	1	31	1	19	0
GODINEZ	2	1	17	2	63	4



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ISP	8	1	15	1	10	0
LORIN GRISET	20	1	43	1	9	1
REACH	5	2	5	3	0	0
SADDLEBAC K	11	4	41	8	76	8
SANTA ANA	44	6	111	20	189	28
SEGERSTRO M	5	0	37	3	67	8
VALLEY	44	10	78	15	135	13
<b>TOTALS (ALL)</b>	<b>156</b>	<b>26</b>	<b>425</b>	<b>67</b>	<b>685</b>	<b>77</b>
<b>TOTALS (NO ED OPTIONS)</b>	<b>111</b>	<b>21</b>	<b>331</b>	<b>62</b>	<b>647</b>	<b>76</b>

## Observations

· Considering only seniors, Century HS has 20 special education students that are behind and in jeopardy of not graduating. The senior class as a whole has a total of 40 students that are part of the special education program. This is a very high need considering the Ed Options schools had a total of 3 spots available. In addition, special education services are limited and are currently unable to service students needing self-contained classroom settings.



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- Century counselors had participated in sending freshmen and sophomore to Reach in the past and expected to this last summer, but were later told this would not be accommodated.
- Saddleback High School, Godinez High School, and Segerstrom High School have systems in place to make sure no seniors with less than 100 credits were on campus still. These students were identified early to make sure they can still graduate on time.
- Looking at senior data among comprehensive high schools, Santa Ana high school has 14 of the 27 students district-wide with less than 100 credits, 87 of the 169 students district-wide with 100 credits or more but less than 160 credits. Roughly half of the students district-wide that are credit deficient and still at a comprehensive site are at SAHS.
- There are 101 students at Santa Ana High School needing additional options in order to graduate on time. The total number of slots available for the entire district is 120. (Chavez 38, Chavez PM 45, Lorin Griset 37)
- Most sites left it up to the counselors to determine which students should be the best to go. In many cases, counselors were asked why certain students weren't referred and there were a variety of answers ranging from parent refusal to attendance issues to transportation issues.
- At one site, a counselor presented a senior with only 10 credits. This is too late!
- Due to understaffing at Valley High School (higher than expected enrollment) APEX classes were cut, thus eliminating an option for students to do credit recovery within the day at the current time. 50 of their sections are over the 40 student number.
- Many sites did not know how to run the query to find credit deficient students, but were interested in learning more. The query was shared.
- At Valley High school a significant number of students needing credit recovery but still at Valley were ELD students. Ed Options due to the nature of the program does not currently support students in ELD classes.
- Most counselors found it was difficult to convince students to go to the Chavez PM program. This is why mainly juniors are there as they are told they can transfer to the AM when there is room.



- Chavez PM shared that students could be concurrently enrolled at their home site as well as Chavez PM so students could earn lost credits in 45 days rather than a semester with bridge or APEX.
- Some principals will not allow students back to campus once they leave for Ed Options while others encourage students to finish at Ed Options but walk with the home school. This provides an incentive for students to follow through and finish.
- Most sites had many students that fell between 160 and 180 credits making it necessary the student pass every class. In many cases, students were struggling with their APEX class in addition to regular classes during the school day. Counselors were unsure of a plan if this did not work out in some cases.

## **Recommendation**

For the next quarter and beyond, the district will run the query for all students district-wide and prioritize students that need the interventions the most due to graduation timelines. Sites will be given a number of slots based on need and not based on size of site. Every effort will be made by the sites to meet with families and explain the need to transfer as the priority is graduation. If counselors are unable to convince families then administrators on campus will meet with families. If the assistant principal and the principal need support in helping parents understand district admin will be available. Counselors will be doing regular grad checks and keeping running lists of credit deficient students with interventions listed and progress made. School sites will allow students to come back and walk with the class if they are caught up and meet graduation requirements in time.