Century High School

1401 South Grand Ave. • Santa Ana, CA 92705-4408 • (714) 568-7000 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Santa Ana Unified School District
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School Description

Welcome to Century High School!

At Century High School, we build on promising programs and integrate a vision for school improvement to prepare our students for college and career readiness. Our active Parent Groups, School Site Council, and English Learner Advisory Committee play an important role in our school. We are proud of the high level of parent involvement and support that Century's students and staff receive. The Century High School community accepts our responsibility to embrace new instructional practice and technology to raise student achievement. Parents and community partners are encouraged to visit our school, observe students and teachers interacting in the classroom, join us at school-sponsored events and find ways to support our students. Century High offers students opportunities to participate in four established career-themed core academies. There are two California Partnership Academies: the E-Business Academy and the TEACH Academy. The E-Business Academy provides relevant project-based activities with rigorous academics for student through an integrated core and business/technology structured curriculum. Students in this academy develop virtual businesses, earn MOS certification, and compete in business and technology competitions. The TEACH Academy develops a strong foundation for college bound students who are interested in becoming educators and role models in their community. In this academy, students serve in our community as tutors, readers for children, and can complete up to three concurrent college courses. Century also offers the Academy of Engineering and Design, a Certified-level National Academy Foundation program that integrates the development of engineering skills and design concepts through the use of the Project Lead the Way curriculum. Students in this academy contribute to our solar powered race car, Unstoppable I, earn Solidworks certification, and utilize 3-D modeling programs and printers. The Academy of Digital and Media Arts is designed for students who have an interest in art, digital design and computers. Students develop an array of industry-level skills including Adobe certification, the use of collaborative software, and participation in competitions and community displays.

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

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

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.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	450
Grade 10	529
Grade 11	464
Grade 12	395
Total Enrollment	1,838

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.1
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.1
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0.1
White	0.7
Two or More Races	0.1
Socioeconomically Disadvantaged	98.4
English Learners	29.9
Students with Disabilities	13.9
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Century High School	**15-16**	**16-17**	**17-18**
With Full Credential	101	81	81
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	1
Santa Ana Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Century High School	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 September 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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: August 25th, 2017		
Year Adopted	**High School Textbook Publisher**	**Grades**
Mathematics		
2017	CPM Math	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

Note: Cells with N/A values do not require data.

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.

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 LOCKER ROOM: Small holes in wall: WOID#6074 / Hand dryer not working: WOID#6072 PE HALLWAY: Small holes in wall: WOID#6074 / Need more pressure on drinking fountain: WOID#6076
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			BOYS LOCKER ROOM: Small holes in wall: WOID#6074 / Hand dryer not working: WOID#6072 GYM: Ballast is out: WOID#6072 ROOM 402: Ballast is out: WOID#6072 / Clogged sink: WOID#6076 ROOM 432: Ballast is out: WOID#6072 ROOM 5111: Ballast is out: WOID#6072 WEIGHT ROOM: Ballast is out: WOID#6072
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		BUILDING 400 SCIENCE HALLWAY: Dripping faucet: WOID#6076 GIRLS LOCKER ROOM: Toilet is leaking: WOID#6076 MEN'S COACH OFFICE: Faucet is leaking: WOID#6076 PE HALLWAY: Small holes in wall: WOID#6074 / Need more pressure on drinking fountain: WOID#6076 ROOM 402: Ballast is out: WOID#6072 / Clogged sink: WOID#6076 ROOM 403: Faucet missing cap: WOID#6076 ROOM 405: Faucet is leaking and missing cap: WOID#6076 ROOM 408: Faucet is leaking: WOID#6076 ROOM 409: Faucet needs repair: WOID#6076 ROOM 410: Loose faucet: WOID#6076 ROOM 412: Loose faucet: WOID#6076 ROOM 414: Broken nozzle on faucet: WOID#6076

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/10/2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/10/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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 Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	27	22	40	41	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	34	25	31	31	48	48
Math	11	9	25	25	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	21.4	19	23.9

* 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)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	492	484	98.4	21.9
Male	239	236	98.7	27.5
Female	253	248	98.0	16.5
Hispanic or Latino	480	472	98.3	21.6
Socioeconomically Disadvantaged	486	479	98.6	21.5
English Learners	190	184	96.8	5.4
Students with Disabilities	78	77	98.7	22.1

*   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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	427	417	97.66	25.42
Male	205	201	98.05	28.36
Female	222	216	97.3	22.69
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	417	407	97.6	25.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	419	409	97.61	24.69
English Learners	211	205	97.16	5.85
Students with Disabilities	72	70	97.22	5.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: 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.
-Note: 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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	427	418	97.89	8.85
Male	205	200	97.56	9
Female	222	218	98.2	8.72
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	417	408	97.84	8.58
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	419	410	97.85	8.29
English Learners	211	205	97.16	1.46
Students with Disabilities	72	70	97.22	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

-Note: 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 State priority: Parental Involvement (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 2017-18)
Parents are encouraged and provided various opportunities to be engaged at Century High School by participating in various stakeholder groups, volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center on special days. Parents are always invited to help chaperone field trips. Century High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

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

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:
• District and/or School web site
• Public Service Channel 31 or 51
• School and/or Class newsletters
• Flyers and Letters
• School Marquee/Banners

- ParentLink/BlackBoard Phone Calls and Communication
- New Student Orientations

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

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.36	4.62	5.24
Expulsions Rate	0.05	0	0.1
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	53	
Percent of Schools Currently in Program Improvement	88.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	0
Nurse	.8
Speech/Language/Hearing Specialist	1.4
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	452

* 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	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	22	22	22	32	32	42	62	62	51	1	1	1
Mathematics	21	21	23	32	32	31	56	56	45			6
Science	23	23	24	23	23	25	44	44	33			5
Social Science	22	22	23	27	27	28	40	40	30			5

* 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

Century High School places utmost importance on professional development for teachers. All teachers participate in a schoolwide plan to implement current instructional strategies that have been researched to work with all students. Staff development and collaboration at Century focus on the following areas:

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

During the 2016-17 school year, our Instructional Leadership Team along with the Principal planned the two Mondays each month for staff development and departmental collaboration. Staff training topics have included: Academic Language, College Career and the Common Core, and Student Content Collaboration. The Instructional Leadership Team and staff also determined areas of instructional focus. The three areas include: 1) Developing Language through Reading, 2) Developing Language through Speaking, and 3) Developing Critical Thinking through Project-Based Learning. Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on new textbook adoption training, curriculum, teaching strategies, and methodologies. In addition, training opportunities focusing on Language Arts Strategic and Intensive Intervention, English Language Development, Differentiation for Socio-linguistic and culturally-diverse students and for Special Education students. Other professional development provided includes GATE Training (Gifted And Talented Education), AP Training (Advanced Placement), SDAIE Training (Specially Designed Academic Instruction In English), and AVID Training (Advancement Via Individual Determination). The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program operated by district staff, that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,263	$47,808
Mid-Range Teacher Salary	$85,920	$73,555
Highest Teacher Salary	$109,017	$95,850
Average Principal Salary (ES)	$129,866	$120,448
Average Principal Salary (MS)	$131,985	$125,592
Average Principal Salary (HS)	$147,384	$138,175
Superintendent Salary	$330,743	$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,785	$1,856	$6,930	$92,270
District	♦	♦	$6,674	$90,751
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District		3.8		1.7
Percent Difference: School Site/ State		5.4		16.5

* 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)			
Century High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	9.5	3.4	3.6
Graduation Rate	87.21	92.09	93.81
Santa Ana Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	8.2	6.2	4.3
Graduation Rate	87.37	88.88	91.62
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	916
% of pupils completing a CTE program and earning a high school diploma	39%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	39%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.08
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	36.46

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	1	♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	3	♦
Social Science	4	♦
All courses	15	18.8

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	97.39	93.33	87.11
Black or African American	0	80.95	79.19
American Indian or Alaska Native	0	100	80.17
Asian	90	98.33	94.42
Filipino	100	100	93.76
Hispanic or Latino	97.58	92.89	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	97.73	90.99
Two or More Races	0	97.37	90.59
Socioeconomically Disadvantaged	79.59	80.34	63.9
English Learners	72.5	65.24	55.44
Students with Disabilities	97.33	92.9	85.45
Foster Youth	100	88.89	68.19

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 an 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, arts, and math (STEAM) 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 almost all 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.

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.