



Santa Ana High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Santa Ana Unified School District

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School Description

Santa Ana High School (SAHS) is situated in a densely populated urban setting surrounded by a mixture of businesses and residences. Located in Santa Ana, California, we are a comprehensive high school with grades 9 - 12. Students typically walk from nearby residential communities. The majority of the students attending SAHS come to us from Willard, Mendez, Sierra, and Spurgeon Intermediate Schools in the Santa Ana Unified School District.

Established in 1889, SAHS is the oldest high school in Orange County. SAHS enjoys a positive reputation within the SAUSD and surrounding community for many reasons, including significantly improved student achievement. Recent graduates have attended Harvard, Yale, Stanford, MIT, UC Berkeley, and other fine institutions of higher learning. In the school's 129 year history, many certificated and classified staff members are alumni.

As the oldest and largest of the six comprehensive high schools, the district looks to SAHS for leadership in implementing strategies to strengthen student proficiency in language arts and math. SAHS has developed a school-wide focus on academic achievement in these areas based on standards-based instruction, data-driven planning and targeted intervention programs.

Vision Statement:

Students graduate healthy and well-adjusted, academically competitive, and prepared for college and careers. They are enthusiastic life-long learners who will be motivated to problem solve in order to positively contribute to society.

Mission Statement:

In order to realize the vision of Santa Ana High School, we commit to:

- Provide and maintain a safe and positive environment
- Develop, maintain and encourage strong partnerships and open communication with parents and the community
- Work collaboratively and challenge each other to provide rigorous student centered learning environments, supported by high quality teaching and providing targeted intervention for English Learner students
- Empower students, building confidence, promoting self-discovery, and equipping students with the skills and knowledge necessary for college and career readiness
- Celebrate the successes of the groups and individuals that make up our school community

District Profile Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, 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 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	814
Grade 10	819
Grade 11	749
Grade 12	581
Total Enrollment	2,963

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.2
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0.0
White	0.3
Socioeconomically Disadvantaged	93.0
English Learners	24.6
Students with Disabilities	13.4
Foster Youth	0.3

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			
Santa Ana High School	16-17	17-18	18-19
With Full Credential	113	113	119
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	3	1
Santa Ana Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	1986
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Ana High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2018, 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. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 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.

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2003	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	12
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district 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 designee for routine maintenance, daily custodial duties, and special events preparations. The principal/designee and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal/designee 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 administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/9/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	BLDG 2 HALLWAY: Large hole in wall wo: 29367 DANCE ROOM: Stained ceiling tile wo: 29367 ROOM 8109: Stained ceiling tile wo: 29367 ROOM 8211: Stained ceiling tile wo: 29367
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	29.0	27.0	31.0	32.0	48.0	50.0
Math	9.0	12.0	25.0	26.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.8	28.8	29.3

* 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.

**School Year 2017-18 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	688	660	95.93	27.42
Male	337	325	96.44	18.77
Female	351	335	95.44	35.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	676	648	95.86	27.16
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	640	612	95.63	26.80
English Learners	264	249	94.32	6.02
Students with Disabilities	75	71	94.67	1.41
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 2017-18 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	692	662	95.66	12.41
Male	337	324	96.14	13.62
Female	355	338	95.21	11.24
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	680	651	95.74	12.15
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	642	615	95.79	12.05
English Learners	266	250	93.98	3.2
Students with Disabilities	76	71	93.42	1.41
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in Santa Ana High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The establishment of the Family Wellness Center in counseling affords many new opportunities for parents to meet with school personnel, keep up with student progress and to learn new skills. We have staff who work exclusively on promoting parent involvement by creating a welcoming and sharing atmosphere on our campus. Parents are always invited to help chaperone field trips, become a member of the School Site Council, and be part of the Padres Saints/ELAC. Santa Ana High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts.

To increase parent involvement and ensure understanding of the high school education system in order to improve student learning at home and at school:

- The Parent Liaison, Outreach Consultant, ELD Coordinator and site ELAC representatives will facilitate monthly Padres Saints/ELAC meetings.
- Counselors and administration will conduct regular meetings to present information to parents.
- Parent access to student information through Aeries Parent Portal has increased parent awareness and provided a new focus on topics for parent meetings.
- Facilitate timely parent meetings in which parents are taught to read and analyze test results (ELPAC, MAP, ACT, SAT, PSAT, SBAC, AP, etc). Help parents understand how this will affect the academic future of their children.

To accomplish this we will maintain a Family Wellness Center to ensure that parents, students and community members have access to support and resources.

- The Parent Liaison, Outreach Consultant and other staff members will maintain the Family Wellness Center, providing hospitable surroundings for parents, including a small area for children.
- The Parent Liaison, Outreach Consultant and other staff members will facilitate communication with teachers and administrators for non-English speaking parents.
- Extra space for larger meetings has been provided by the school, as parent participation continues to grow.

The school will provide ongoing educational opportunities for parents to increase engagement, partnership and student success:

- The Parent Liaison, Outreach Consultant, ELD Coordinator, counseling staff and administration will schedule information sessions and classes for parents.
- These will include but not be limited to site-conducted Aeries access training, Higher Education workshops, ELPAC testing, academic presentations on site programs such as Accelerated Reader, iLit, Saints Academy, the English Learner Saturday Academy and AP tutoring.
- Counselors will conduct parent information sessions on graduation and college attendance and Partnership activities.
- SAHS will promote parent membership and leaders in the English Learner Advisory Committee and School Site Council to serve as advisors to the Principal.
- SAHS parent leaders will work collaboratively with parent leaders of feeder schools.
- The Parent Liaison and the counseling staff will ensure that parents are made aware of extracurricular programs and academic programs available to students; i.e., CTE, AVID, Talent Search, CSF, Nicholas Center, HALOs, student selections process, registration deadlines, etc.
- Provide mental health services to students as needed - Safety of Students (SOS) program, conducted through the psychologist's office, We Care suicide prevention
- Provide Restorative Practices and Violence Prevention programs to students as needed to maintain a safe and positive "Way of the Saints" culture on campus.
- Workshops, such as Disciplina Positiva, are held regularly to provide tools and resources for positive parenting.
- Offer Turning Point counseling services (off-site)

Parents will embrace and take an active part in defining the school culture through participation in "Padres Saints"/ELAC and SSC

- Portions of the SPSA will be translated for parents and presented during "Padres Saints" ELAC meetings. Their questions and input are indicative of the high level of interest and a growing understanding of the functioning of the school.
- Parent Liaison and other staff will continue to develop ways for parents to become more involved in a school culture of support and learning, and actively recruit and welcome more Padres Saints volunteers to support the "Way of the Saints" (PBIS) programs.
- Parent Liaison and other staff will track parent attendance at school meetings and workshops, work on developing high expectations for parents to attend at least one parent meeting per semester and schedule flexible times to accommodate parent needs.
- Parent Liaison and other staff will continue to build capacity in training parents to understand the principles of "Way of the Saints" (PBIS) and how they can be implemented at home.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 567-4900.

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 (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	0.8	1.6
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.1	3.1
Expulsions Rate	0.1	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	401

* 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)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	31.0	30.0	29.0	19	25	30	24	25	38	68	60	55
Mathematics	31.0	30.0	28.0	17	18	25	16	40	46	65	48	42
Science	33.0	30.0	28.0	8	15	19	18	25	40	55	47	36
Social Science	32.0	30.0	30.0	8	11	18	10	22	21	53	44	45

* 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

Santa Ana High School professional development (PD) is a combination of teacher-driven need and district need. On-site professional developments are also provided prior to school starting and continuing throughout the year. Ongoing PD on "Way of the Saints" (PBIS) focuses on creating a positive school culture, and supporting students social/emotional needs. Expert teachers provide the staff with training on Google Classroom and Google Suite, Smart board, Illuminate, Aeries and MAP. Since every student is now issued a chromebook, ongoing pd in the effective integration of this technology into the classroom is vital. While some PD opportunities are voluntary, other PD that is required is offered via monthly staff meetings.

Santa Ana High School staff has adopted the Professional Learning Community (PLC) model. Teacher teams by department collaborate to align course content to state standards and to develop common assessments. They share lesson plans, best practices and effective teaching strategies with their colleagues. Each department developed their own action plans for implementing standards-based instruction and assessment and these plans are revisited throughout the year for progress and revision.

The Department Chairs are integral members of the Instructional Leadership Team. The ILT/Department Chairs meet monthly, prior to department meetings, to share progress and discuss next steps, and often are given professional learning tasks to take back and share with their departments.

SAHS developed an instructional focus for 2015-16, which is ongoing, based on three key questions:

1. What do we want the students to know?
2. How will we know that they learned it?
3. What will we do if they did not learn it?

On-site professional development, starting in 2016-17 and continuing through 2017-18, focuses on "The Five Classroom Practices," which help to address those three key questions. "The Five" are:

1. Learning Targets and Rigor
2. Academic Language
3. Checking for Understanding
4. Student Participation - Non volunteers

5. Closure

The on-site professional development plan for 2018-19, focuses on Multi-Tiered System of Support (MTSS) Tier 1 - across all areas, focusing on all students:

1. "The Five Classroom Practices" (listed above) and building lesson plans that include specifically identified scaffolding strategies for EL learners
2. The Way of the Saints (PBIS) Tier 1 supports for all students, specific focus on classroom interventions
3. Social-emotional Learning (SEL)

One teacher is designated as "literacy/technology coach" and is provided one period a day to provide individualized coaching and assistance to staff members. Santa Ana High School has been provided extra funding this year, under the California Dashboard Plan, to provide an additional coach to support EL learners and teachers of EL learners, and to provide tutors to assist ELD A Newcomer students in content area classes.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on the www.sausdtips.org.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (ES)	\$129,866	\$123,495
Average Principal Salary (MS)	\$131,985	\$129,482
Average Principal Salary (HS)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7806	1469	6337	96210
District	◆	◆	\$6,836	\$91,640
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-7.6	4.9
Percent Difference: School Site/ State			-11.7	17.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Ana High School	2014-15	2015-16	2016-17
Dropout Rate	8.7	7.0	6.3
Graduation Rate	85.8	90.1	90.6
Santa Ana Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.2	4.3	4.3
Graduation Rate	88.9	91.6	91.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1157
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	37.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	7	♦
Fine and Performing Arts	2	♦
Foreign Language	2	♦
Mathematics	4	♦
Science	7	♦
Social Science	20	♦
All courses	42	26.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.6	92.7	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	66.7	99.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	90.8	92.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	66.7	97.5	92.1
Two or More Races	0.0	97.1	91.2
Socioeconomically Disadvantaged	91.0	92.1	88.6
English Learners	69.0	64.9	56.7
Students with Disabilities	77.6	78.4	67.1
Foster Youth	100.0	84.6	74.1

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 in 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.