



Century High School

1401 South Grand Ave. • Santa Ana, CA 92705-4408 • (714) 568-7000 • Grades 9-12
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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Ana Unified School District

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District Governing Board

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& Governmental Relations

School Description

At Century High School (Century High), 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 practices 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 High 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. Three additional pathways have been added in recent years: a trades pre-apprenticeship pathway, a game design pathway, and an Early College pathway.

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 Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	452
Grade 11	358
Grade 12	417
Total Enrollment	1,660

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	2.1
Filipino	0.1
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.1
White	0.2
Two or More Races	0.1
Socioeconomically Disadvantaged	94.4
English Learners	28.4
Students with Disabilities	15.8
Foster Youth	0.3
Homeless	16

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 for Century High School	17-18	18-19	19-20
With Full Credential	81	73	70
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Century High School

Indicator	17-18	18-19	19-20
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 2019-20)

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 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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: September 10, 2019

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Math</i>	9-12
2018	Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i>	9-12
2018	Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</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
2018	CPM, <i>AP Stats</i>	9-12
Language Arts		
2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</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
2016	National Geographic Learning, <i>Environmental Science: Sustaining Your World</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 - Magruder's</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's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/3/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	311: AC turns on and off -W/O #47614 327: Thermostat cover -W/O #43468 401: Thermostat making noise, replace brown box -W/O #43468 419: AC warm -W/O #47614 426: AC warm -W/O #47614 426A: AC warm -W/O #47614
Interior: Interior Surfaces	Poor	300 HALLWAY: Paint -W/O #43838 318: Patch hole -W/O #43838 321: Crack on wall -W/O #43838 323: Baseboard coming off -W/O #43466 328: Crack on wall -W/O #43838 400 HALLWAY: Paint -W/O #43838 403: Crack on wall -W/O #43838 409: crack on wall -W/O #43838 424: Crack on the wall -W/O #43838 431: cracks on walls -W/O #43838 432: cracks on walls -W/O #43838 5000 HALLWAY: Need to be painted -W/O #43838 5101: crack on wall -W/O #43838 5104: Hole on wall, wall frame bent -W/O #43838 & 43466 5107: crack on wall next to windows -W/O #43838 5109: crack on wall next to window -W/O #43838 5114: crack on walls door/white board -W/O #43838 5119: cracks on walls white board side -W/O #43838 5201: crack on walls window side. -W/O #43838 5202: ceiling tiles -W/O #43472 5203: ceiling tiles -W/O #43472 5204: ceiling tiles -W/O #43472 5205: ceiling tiles -W/O #43472 5206: ceiling tiles -W/O #43472 5209: ceiling tiles -W/O #43472 5210: Ceiling tile -W/O #43472 5211: ceiling tiles -W/O #43472 5212: ceiling tiles -W/O #43472 5213: ceiling tiles -W/O #43472

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		5215: ceiling tiles -W/O #43472 5218: ceiling tiles -W/O #43472 5219: ceiling tiles -W/O #43472 5220: ceiling tiles -W/O #43472 BOYS LOCKER RR: wires exposed on box (clock) in locker rm, cracks on wall, -W/O#43838 fence has missing piece. -W/O #43469 CHOIR: cracks on wall and loose wall cover w/cords. -W/O #43469 DANCE RM: brown box cover next to fire alarm lever, crack on wall -W/O 43838 GIRLS LOCKER RR: cracks on wall, -W/O 43838 hand dryer broken, 2nd stall leaking. -W/O #43471 GIRLS VARSITY RM: Hole on wall -W/O #43838, 43471 OFFICE: Replace faucet in womens and mens toilet, leaking -W/O #43471 STAFF 400 WOMEN: Replace tile on wall -W/O #43472 WEIGHT RM FITNESS RM 330: Holes on walls/ door fixing -W/O#43838
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	321: Crack on wall -W/O #43838 5000 HALLWAY: Need to be painted -W/O #43838
Electrical: Electrical	Good	300 BOYS RR: Hand dryer broken -W/O#43469 324: Box for internet remount -W/O #43468 329: Elect. Cover exposed wire -W/O #43469 430: Need cover for extension cord -W/O #43469 433: cover for box wires -W/O #43469 BOYS LOCKER RR: wires exposed on box (clock) in locker rm, cracks on wall, -W/O#43838 fence has missing piece. -W/O #43469 CHOIR: cracks on wall and loose wall cover w/cords. -W/O #43469 DANCE RM: brown box cover next to fire alarm lever, crack on wall -W/O 43838 GYM: broken exit sign by door/ surface read needs to be replace, box needs to be installed on wall. Exposed wires. -W/O #43469 OFFICE: Replace faucet in womens and mens toilet, leaking -W/O #43471
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	200 GIRLS RR: Leaking toilet -W/O #43471 300 BOYS RR: toilet leaking -W/O#43471 and door broken, handicap stall. -W/O#43473 300 GIRLS RR: 6 stall from door wall toilet leaking and replace water faucet -W/O #43471 400 GIRLS RR: Toilet leaks -W/O #43471 402: Cap on water faucet -W/O #43471

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		408: Leaking faucet -W/O#43471 409: teachers faucet/student faucet leak and low water pressure -W/O #43471 411: Faucet leaking, replacement -W/O #43471 415A: Drained clogged and faucet replace -W/O #43471 5200'S BOYS RR: Faucet take awhile to turn off. -W/O #43471 5200's STAFF RR: Low pressure on faucet -W/O #43471 ADULT TRANSITION GIRLS: more water pressure on sink faucet W/O #43471 BASEBALL 5200 RR GIRLS AND BOYS: Crack on wall -W/O #43838 GIRLS LOCKER RR: cracks on wall, -W/O 43838 hand dryer broken, 2nd stall leaking. -W/O #43471 GIRLS VARSITY RM: Low water pressure -W/O #43471 GRAND SIDE 5100 RR GIRLS AND BOYS: boys' faucet handle needs to be replaced. -W/O #43471 GRAND SIDE RR 5200 GIRLS AND BOYS: Crack on ceiling (boys) -W/O #43838 OFFICE: Replace faucet in womens and mens toilet, leaking -W/O #43471 SCIENCE HALLWAY: faucet leaking, replacement -W/O #43471 STAFF 400 MENS: replace faucet for sink -W/O #43471 STAFF 5000 RR: water pressure low (hot water) -W/O #43471
Safety: Fire Safety, Hazardous Materials	Good	GIRLS LOCKER RR: cracks on wall, -W/O 43838 hand dryer broken, 2nd stall leaking. -W/O #43471
Structural: Structural Damage, Roofs	Good	321: Crack on wall -W/O #43838 323: Baseboard coming off -W/O #43466 328: Crack on wall -W/O #43838 403: Crack on wall -W/O #43838 409: crack on wall -W/O #43838 5104: Hole on wall, wall frame bent -W/O #43838 & 43466 5107: crack on wall next to windows -W/O #43838 5109: crack on wall next to window -W/O #43838 5119: cracks on walls white board side -W/O #43838 5201: crack on walls window side. -W/O #43838 5202: ceiling tiles -W/O #43472 5203: ceiling tiles -W/O #43472 5204: cracked wall next to door. -W/O#43838 5205: ceiling tiles -W/O #43472 5206: ceiling tiles -W/O #43472 5210: crack on wall next to window -W/O #43838

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		5211: ceiling tiles -W/O #43472 BAND RM: ceiling tiles -W/O #43472 BOYS LOCKER RR: wires exposed on box (clock) in locker rm, cracks on wall, -W/O43838 fence has missing piece. -W/O #43469 CHOIR: cracks on wall and loose wall cover w/cords. -W/O #43469 DANCE RM: brown box cover next to fire alarm lever, crack on wall -W/O 43838 GIRLS LOCKER RR: cracks on wall, -W/O 43838 hand dryer broken, 2nd stall leaking. -W/O #43471 KITCHEN: Replace door knob/ W/O #43470 fix base board coming off -W/O #43466 OFFICE: Replace faucet in womens and mens toilet, leaking -W/O #43471 STAFF 400 WOMEN: Replace tile on wall -W/O #43472 WEIGHT RM FITNESS RM 330: Holes on walls/ door fixing -W/O#43838
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	5102: tighten door handle -W/O #43470 5117: door handle needs to be tighten/window side -W/O #43470
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	35	32	35	50	50
Math	13	12	26	28	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	21.9	23.8	15.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	313	310	99.04	35.48
Male	136	136	100.00	29.41
Female	177	174	98.31	40.23
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	306	303	99.02	34.98
White	--	--	--	--
Socioeconomically Disadvantaged	299	297	99.33	35.02
English Learners	119	117	98.32	14.53
Students with Disabilities	41	41	100.00	4.88
Students Receiving Migrant Education Services	--	--	--	--
Homeless	34	34	100.00	0.00

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 2018-19 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	313	309	98.72	11.97
Male	136	135	99.26	10.37
Female	177	174	98.31	13.22
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	306	302	98.69	11.59
White	--	--	--	--
Socioeconomically Disadvantaged	299	296	99.00	11.82
English Learners	119	116	97.48	3.45
Students with Disabilities	41	40	97.56	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	34	34	100.00	0.00

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 2019-20)

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
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Coffee with the Principal
- Parent Leadership Team Meetings
- School Site Council
- English Language Advisory Council
- Other Wellness Center events

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 website
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Social media including Facebook and Instagram
- Flyers and Letters
- School Marquee/Banners
- Blackboard Automated Phone Messaging System
- 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 (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. 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 also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	2.8	5.3
Expulsions Rate	0.1	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	415.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.1
Other	1.0

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	27	21	31	22	48	10	34	21	41	25	22
Mathematics	26	24	27	24	24	31	14	30	23	31	19	20
Science	28	10	21	18	27	14	14	18	23	19	22	9
Social Science	24	22	30	10	25	26	13	25	23	24	17	21

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	77	73	70

The professional development days at Century High School are a combination of conferences (both on and off-site), site-based staff development, and district-driven staff development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

* 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)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Century High School	2015-16	2016-17	2017-18
Dropout Rate	3.6	2.3	5.3
Graduation Rate	93.8	93	87.9

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9415	2227	7188	101645
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.2	3.7
School Site/ State	-2.7	17.8

Note: Cells with N/A values 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.

Rate for Santa Ana Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.3	4.3	5.5
Graduation Rate	91.6	91.5	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	783
% of pupils completing a CTE program and earning a high school diploma	96%
% 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	98.49
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	34.06

* Where there are student course enrollments.

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students to be college and career ready. Students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding pertinent industry certifications and provide students the opportunity to work as interns for businesses within our community.

CTE Pathways in Santa Ana are designed to combine real-world and work-based relevance with academic rigor. 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 college and career ready, courses have been updated to satisfy the rigorous "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

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.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	9	N/A
All courses	23	27.8

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

*Where there are student course enrollments of at least one student.