



# Hector G. Godinez Fundamental High

3002 Centennial Road • Santa Ana, California 92704 • (714) 433-6600 • Grades 9-12

Jesse Church, Principal

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<https://www.sausd.us/godinez>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
[www.sausd.us](http://www.sausd.us)

#### District Governing Board

Rigo Rodriguez, Ph.D., President  
Valerie Amezcua, Vice President  
Alfonso Alvarez, Ed.D., Clerk  
John Palacio, Member  
Carolyn Torres, Member

#### District Administration

Jerry Almendarez  
**Superintendent**  
Alfonso Jimenez, Ed.D.  
**Deputy Superintendent,  
Educational Services**  
Thomas A. Stekol, Ed.D.  
**Deputy Superintendent,  
Administrative Services**  
Daniel Allen, Ed.D.  
**Assistant Superintendent, K-12  
Teaching and Learning**  
Mayra Helguera, Ed.D.  
**Assistant Superintendent, Special  
Education/SELPA**  
Sonia R. Llamas, Ed.D., L.C.S.W.  
**Assistant Superintendent, K-12  
School Performance and Culture**  
Hiacynth Martinez, Ed.D.  
**Assistant Superintendent, Human  
Resources**  
Manoj Roychowdhury  
**Assistant Superintendent, Business  
Services**  
Orin Williams  
**Assistant Superintendent, Facilities  
& Governmental Relations**

### School Description

Hector G. Godinez Fundamental High School (Godinez Fundamental High School) is located at South Fairview Street and Centennial Road in the city of Santa Ana. The most recent graduation rate for Godinez Fundamental High School was 98%. 95% of our seniors are enrolled in Colleges and Universities. 61 students completed college courses, 900 students are enrolled in 20 different AP courses. Students are involved in school outside of the school day. Over 1,000 students are involved in athletics and over 1,000 are involved in Visual and Performing Arts. 2016-2017, 2017-2018, and 2018-2019 U.S. News and World Report Best High School. #2 in California 2018-2019 Race to Summit Statewide Campaign.

The mission of Godinez Fundamental High School is to provide a safe, supportive environment with clear, consistent expectations and high academic standards as well as preparing our students with 21st Century Skills. Technology is used school wide and at home to support the core curriculum. All students have a school issued electronic device and access to numerous programs and databases that enrich and enhance core instruction. Teachers were issued a Mac Laptop and iPad minis which allows them to use Google Classroom, Google Applications (Classrooms, Drive, Meet, etc..), Apple TV for instructional purposes as well as mobility during instruction, engaging students and modifying curriculum to meet the individual needs of students. Godinez Fundamental High School is a community in which all are engaged in academic achievement and character development. Each of us chooses to be a part of Godinez Fundamental High School; knowing this entails a commitment to academic excellence both during school hours and at home. As such, there are high expectations for all of us. The teachers are committed to preparation and presentation of strong, standards-based instructional programs, and to the assistance of students in meeting the goals of each course of study. The students are committed to high standards of attendance, behavior and academic rigor. The parents are committed to supporting their student's academic study by providing a place and time at home for students to complete their assignments and to meet with teachers as necessary or requested. An after school program runs daily from 3-6:00 pm and offers academic tutoring and social activities. The program averages 150 students per day and the majority attend for the academic strands of the program. This speaks volumes to the academic commitment of our students and staff.

### 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	624
Grade 10	629
Grade 11	569
Grade 12	627
Total Enrollment	2,449

### 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	1
Hispanic or Latino	98.2
White	0.4
Two or More Races	0.2
Socioeconomically Disadvantaged	89.9
English Learners	10
Students with Disabilities	6.7
Foster Youth	0.2
Homeless	12.4

## 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 Hector G. Godinez	17-18	18-19	19-20
With Full Credential	95	95	94
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions at Hector G. Godinez Fundamental High

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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
<b>Mathematics</b>		
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 &amp; Statistics</i>	9-12
2018	CPM, <i>AP Stats</i>	9-12
<b>Language Arts</b>		
2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</i>	9-12
<b>Science(s)</b>		
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 &amp; 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
<b>Social Science</b>		
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 administration for routine maintenance, daily custodial duties, and special events preparations. The day custodian and administration communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and/or administrator 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: 7/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	ROOM I -112: Door does not close properly hinge bent W/O #44978 ROOM I -237: Floor tiles need repair in the classroom -W/O #48090
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM I -134: Door does not close properly hinge bent W/O #44978 ROOM I -219: Door frame needs to be replace -W/O #44978 ROOM I -267: Door frame needs to be replace -W/O #44978
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	47	50	32	35	50	50
Math	33	36	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	24.6	30.7	24.6

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	556	550	98.92	49.82
Male	269	266	98.88	45.49
Female	287	284	98.95	53.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	547	541	98.90	49.54
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	496	490	98.79	49.18
English Learners	92	91	98.91	13.19
Students with Disabilities	33	31	93.94	9.68
Students Receiving Migrant Education Services	--	--	--	--
Homeless	85	83	97.65	2.35

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	556	549	98.74	36.25
Male	269	266	98.88	38.35
Female	287	283	98.61	34.28
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	547	540	98.72	35.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	496	489	98.59	35.38
English Learners	92	90	97.83	4.44
Students with Disabilities	33	30	90.91	10.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	85	83	97.65	2.35

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 to become involved in Godinez Fundamental High School's learning community by 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 chaperon field trips. Godinez Fundamental 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:

- Monthly Parent Coffee Chats
- Parent Technology Training
- PTSO
- Back to School Night
- Booster Clubs
- Open House
- Student performances
- Fundraisers
- Late Nights for College Applications and Financial Aid Workshops
- College Night
- Parent conferences
- Music/choir and/or theatre performances
- Athletic Events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent Leaders Group
- Saturday WIN Program

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council & Annual LCAP Meeting
- English Language Advisory Council
- Parent Teacher Student Organization (PTSO)
- Booster Clubs

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 433-6600.

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:

- Blackboard Automated Phone Messaging System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

### 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	3.1	1.5	1.0
Expulsions Rate	0.1	0.0	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*	489.8

\* 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

##### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	19	32	45	27	24	29	49	27	21	40	38
Mathematics	26	25	36	35	27	25	30	41	26	21	38	34
Science	30	3	52	19	30	4	47	24	29	10	33	24
Social Science	30	13	19	55	31	12	16	57	29	16	23	49

\* 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	2.5	2.5	2.5

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the English learner instruction. Staff development concentrations are selected and identified based upon student assessment results, LCAP requirements, teacher input, state content standards, and professional development surveys.

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 curriculum, teaching strategies, and methodologies. District training opportunities focused on the following:

- Language Arts
- AP Training (Advanced Placement)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- English Learners
- Data Analysis and Using Data to Drive Instruction
- Technology use in the classrooms

Many Godinez teachers actively pursue professional development opportunities that will enrich the classroom experience for our students. We are fortunate to collaborate with local universities and the Orange County Department of Education to provide instructional support and ongoing outreach opportunities designed to enhance instructional methods. Currently, all Godinez teachers have been and/or will be trained on how to effectively use Google Classroom. In addition, Math and Science teachers are working together for implementation of the new state standards. School-wide operations and processes are in place that promote a positive school climate, punctuality, and achievement.

New teachers are supported by peer coaching, site and district level professional development through 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 [www.sausdtips.org](http://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.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### 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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7263	1146	6117	98132
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	-11.5	2.6
School Site/ State	-19.4	16.7

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.

### 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 Hector G. Godinez	2015-16	2016-17	2017-18
Dropout Rate	0.7	1.3	1.6
Graduation Rate	98.3	98	96.7

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	572
% of pupils completing a CTE program and earning a high school diploma	100%
% 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	99.96
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	69.69

\* Where there are student course enrollments.

## 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts	1	N/A
Foreign Language	9	N/A
Mathematics	4	N/A
Science	10	N/A
Social Science	23	N/A
All courses	59	38.5

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

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

### 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.