



# Santa Ana High School

520 West Walnut Street • Santa Ana, CA 92701-5559 • (714) 567-4900 • 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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### 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 Lathrop 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 130 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 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	817
Grade 10	834
Grade 11	758
Grade 12	648
Total Enrollment	3,057

### 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	0.3
Filipino	0.1
Hispanic or Latino	98.9
White	0.2
Two or More Races	0.2
Socioeconomically Disadvantaged	93.1
English Learners	23.5
Students with Disabilities	13.3
Foster Youth	0.6
Homeless	18.4

### 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 Santa Ana High School	17-18	18-19	19-20
With Full Credential	113	119	119
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	3	1	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 Santa Ana 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	7

\* 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 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: 7/18/2019

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	BUILDING #3 RESTROOM: Roof leak -W/O #47762 BUILDING 14 BOYS WRESTING: South wall has vertical crack -W/O #43329 Double door center bar broken -W/O #43330 BUILDING 6 3RD FLOOR BOYS RESTROOM: Very old flush valve urinal & stalls -W/O #43328 ROOM 4204: Need patch & paint -W/O #46854 ROOM 5101: North & West wall need paint -W/O #46854 ROOM 5111: West wall needs patch & paint -W/O #46854 ROOM 5113: South wall needs patch & paint -W/O #46854 ROOM 5203: Paint north wall -W/O #46854 ROOM 5209: Patch north wall -W/O #46854 ROOM 5210: Paint & patch north wall -W/O #46854 ROOM 7103: East wall needs patch & paint - W/O #46854 ROOM 7107: West wall needs patch & paint -W/O #46854 ROOM 7205: West wall needs patch & paint -W/O #46854 ROOM 7207: West wall needs patch & paint -W/O #46854
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	BUILDING 6 3RD FLOOR BOYS RESTROOM: Very old flush valve urinal & stalls -W/O #43328
<b>Electrical:</b> Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	BUILDING #3 RESTROOM: Roof leak -W/O #47762 BUILDING 6 3RD FLOOR BOYS RESTROOM: Very old flush valve urinal & stalls -W/O #43328
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	BUILDING #3 RESTROOM: Roof leak -W/O #47762 BUILDING 14 BOYS WRESTING: South wall has vertical crack -W/O #43329 Double door center bar broken -W/O #43330 BUILDING 6 3RD FLOOR BOYS RESTROOM: Very old flush valve urinal & stalls -W/O #43328 ROOM 1301: Roof leak -W/O #47762 ROOM 1302: Roof leak -W/O #47762 ROOM 5114: Roof leak -W/O #47762
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BUILDING 14 BOYS WRESTING: South wall has vertical crack -W/O #43329 Double door center bar broken -W/O #43330
<b>Overall Rating</b>	<b>Good</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	27	30	32	35	50	50
Math	12	14	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.

### 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	686	668	97.38	30.24
Male	339	330	97.35	26.67
Female	347	338	97.41	33.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	676	659	97.49	30.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	627	611	97.45	28.97
English Learners	249	242	97.19	6.61
Students with Disabilities	76	73	96.05	2.74
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	112	110	98.21	1.79

### 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	19.1	27.0	22.6

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.

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	686	666	97.08	13.53
Male	339	328	96.76	14.68
Female	347	338	97.41	12.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	676	657	97.19	13.72
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	627	610	97.29	12.64
English Learners	249	241	96.79	2.07
Students with Disabilities	76	71	93.42	2.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	112	110	98.21	1.79

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 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 members 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 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	0.8	1.6	2.3
Expulsions Rate	0.1	0.0	0.1

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*	509.5

\* 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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	

### 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	30	25	25	60	29	30	38	55	27	39	27	60
Mathematics	30	18	40	48	28	25	46	42	27	39	28	59
Science	30	15	25	47	28	19	40	36	29	19	44	31
Social Science	30	11	22	44	30	18	21	45	27	30	20	50

\* 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	16	17	26

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 the present, 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. Student Engagement
4. Checking for Understanding.
5. Closure

The on-site professional development plan for 2019-20, 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. Lesson Study - where groups of teachers select a problem of practice, create a research question, then collaboratively develop a lesson to address the research question; the teachers then observe their peers delivering the lesson and focus on the student response - they meet to review and revise, then deliver the lesson again to see how the revisions work.
3. Content specific pull out days for data analysis, best practices and collaborative development of lessons and assessments
4. The Way of the Saints (PBIS) Tier 1 supports for all students, specific focus on classroom interventions
5. Social-emotional Learning (SEL)

Through ATSI funding this year, Santa Ana High School is receiving the services of an instructional coach. The purpose of this coach is to work with teachers to deliver engaging lessons that will improve the academic achievement of all students with a focus on our English Learners and Special Education students. Our coach is providing demo lessons, pullout professional development days for teachers, support on data analysis, individual coaching and many other services. 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](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.

#### 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/).

#### 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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8161	1631	6529	97558
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	-9.0	1.3
School Site/ State	-16.9	15.5

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.

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

Rate for Santa Ana High School	2015-16	2016-17	2017-18
Dropout Rate	7	6.3	4.8
Graduation Rate	90.1	90.6	90.8

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	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%

### 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.

### 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	98.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	35.09

\* 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	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	24	N/A
All courses	50	27.2

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

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