



# Century High School

1401 South Grand Ave • Santa Ana, CA 92705-4408 • (714) 568-7000 • Grades 9-12

Scott Michael, Principal

jonathan.swanson@sausd.us

www.sausd.us/century

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
www.sausd.us

#### District Governing Board

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

#### District Administration

Jerry Almendarez  
Superintendent

Lorraine M. Perez, Ed.D.  
Deputy Superintendent,  
Educational Services

Amanda Corridan  
Deputy Superintendent,  
Administrative Services

Bianca Barquin  
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

Chief Anastasia Smith  
School Police Department

### 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 Race Team, 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 eleventh largest district in the state, currently serving nearly 45,576 students in grades K-12, residing in the city of Santa Ana. As of 2019-20, SAUSD operates 36 elementary schools, 8 intermediate schools, 7 high schools, 4 educational options-secondary schools, and 1 dependent charter school. The student population is comprised of 81% enrolled in the Free or Reduced Price Meal program, 38% 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	440
Grade 10	447
Grade 11	391
Grade 12	342
<b>Total Enrollment</b>	<b>1,620</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	0.1
Hispanic or Latino	97
White	0.9
Two or More Races	0.1
Socioeconomically Disadvantaged	93.7
English Learners	32.5
Students with Disabilities	17.8
Foster Youth	0.7
Homeless	16.2

## 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	18-19	19-20	20-21
With Full Credential	73	70	71
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	18-19	19-20	20-21
With Full Credential	♦	♦	1918
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Century High School

Indicator	18-19	19-20	20-21
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 2020-21)**

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 22, 2020, 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. 20/21-3370 which certifies as required by Education Code §60119 that for the 2020-2021 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 22, 2020

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
2018	McGraw Hill, <i>Environmental Science: A Global Concern</i>	9-12
2015	National Geographic Learning, <i>Oceanography</i>	9-12
2010	W.H. Freeman & Co, <i>Principles of Life</i>	9-12
2010	Pearson, <i>Chemistry: The Central Science</i>	9-12
2001	Pearson, <i>College Physics</i>	9-12
<b>Social Science</b>		
2020	Pearson, <i>World Geography</i>	9-12
2020	HMH, <i>Psychology</i>	9-12
2020	HMH, <i>Sociology</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12
2017	Wadsworth, <i>Voyages in World History</i>	9-12
2017	Prentice Hall, <i>Cultural Landscape</i>	9-12
2017	Cengage, <i>Western Civilization Since 1300</i>	9-12

2020	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	10
2017	Glencoe, <i>American History: Connecting with the Past</i>	11
2020	McGraw Hill, <i>United States History and Geography: Continuity &amp; Change</i>	11
2006	Pearson, <i>Government in America</i>	12
2020	Pearson, <i>Magruder's American Government</i>	12
2020	Pearson, <i>Economics</i>	12

◆ means data is not required. The fields are intentionally not provided.

### 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 7/3/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 318: Replace thermostat box -W/O #58367 RM 330: Investigate AC leaking -W/O #58367 RM 415 B: Clogged sewer -W/O #58362 RM 423: Replace thermostat box -W/O #58367
<b>Interior:</b> Interior Surfaces	Fair	CAREER CENTER: Holes on wall -W/O #58358 CHOIR RM: Replace ceiling tiles -W/O #58363 HIGHER ED CENTER: Holes on wall -W/O #58358 OFFICE -ELECTRICAL ROOM: Hole on ceiling -W/O #58361 RM 430: Replace carpet worn out -W/O #58366 RM 5202: Crack on wall -W/O #58358 RM 5203: Crack on wall -W/O #58358 RM 5204: Crack on wall -W/O #58358 RM 5205: Crack on wall -W/O #58358 RM 5206: Crack on wall -W/O #58358 RM 5207: Crack on wall -W/O #58358

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM 5209: Crack on wall -W/O #58358 RM 5210: Crack on wall -W/O #58358 RM 5212: Crack on wall -W/O #58358 RM 5213: Crack on wall -W/O #58358 RM 5219: Crack on wall -W/O #58358
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM 315: Change ballast -W/O #58365 RM 405: Change ballast -W/O #58365 RM 419: Change ballast -W/O #58365 RM 421: Change ballast -W/O #58365 RM 424: Change ballast -W/O #58365 RM 430: Change ballast -W/O #58365 RM 432: Replace floor outlets -W/O #58365 RM 5111: Change ballast -W/O #58365 RM 5112: Change ballast -W/O #58365
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	400 SCIENCE HALLWAY: Leaking faucet -W/O #58362 5000 BOYS RR UPSTAIRS EASTSIDE: Replace faucet & leaking toilet -W/O #58362 5000 BOYS RR UPSTAIRS WESTSIDE: Leaking toilet -W/O #58362 5000 GIRLS RR UPSTAIRS EASTSIDE: Leaking toilet -W/O #58362 5000 GIRLS RR UPSTAIRS WESTSIDE: Leaking toilet -W/O #58362 5000 LOWER EAST GIRLS RR: Toilet leaking -W/O #58362 5000 LOWER WEST BOYS RR: Toilet leaking -W/O #58362 5000 MENS RR UPSTAIRS: Leaking toilet -W/O #58362 5000 MEN'S RR: Leaking toilet -W/O #58362 5000 WOMEN'S RR: Toilet not flushing -W/O #58362 BOYS LOCKER STAFF RR: Toilet leaking & repair cap faucet -W/O #58362 BOYS LOCKER: Toilet leaking -W/O #58362 BOYS RR 400: Replace 2 faucets -W/O #58362 BOYS RR BY TEACHERS LOUNGE: Faucet does not shut off & toilet leaking -W/O #58362 FOUNTAIN LEAKING -W/O #58362 GIRLS RR 300: Toilet leaking 3rd from entrance -W/O #58362 GIRLS RR 400: 3 toilets leaking -W/O #58362 GIRLS RR BY TEACHERS LOUNGE: Faucet leaking -W/O #58362 TOILET LEAKING -W/O #58362 GYM HALLWAY: Drinking fountain not working -W/O #58362 KITCHEN: Faucet leaking in RR -W/O #58362 TOILET LEAKING -W/O #58362 LIBRARY: Replace nozzle on faucet -W/O #58362

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		MEN'S RR 400: Replace faucet -W/O #58362 OFFICE MEN'S RR: Toilet leaks -W/O #58362 OFFICE WOMEN'S RR: Toilet leaks -W/O #58362 RM 402: Need a cap for faucet -W/O #58362 RM 403: 2 leaking faucets -W/O #58362 RM 408: Leaking faucet -W/O #58362 RM 409: Leaking faucet -W/O #58362 RM 411: Leaking faucet -W/O #58362 RM 412: Leaking faucet -W/O #58362 RM 414: Leaking faucet -W/O #58362 RM 415 B: Leaking faucet -W/O #58362 RM 432: Leaking faucet -W/O #58362 RM 5103 RR: Leaking toilet -W/O #58362
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	RM 5101: Crack on wall next to window -W/O #58358 RM 5102: Crack on wall next to window -W/O #58358 RM 5103 RR: Crack on wall next to window -W/O #58358 RM 5104 KITCHEN: Hole on the wall -W/O #58358 Replace ceiling tiles -W/O #58363 RM 5107: 2 Crack on wall next to window -W/O #58358 RM 5108: 2 Crack on wall next to window & door side -W/O #58358 RM 5109: 2 Crack on wall next to window -W/O #58358 RM 5110: Crack on wall next to window -W/O #58358 RM 5112: Crack on wall door side -W/O #58358 RM 5113: Crack on wall door side -W/O #58358 Change ballast -W/O #58365 RM 5114: Crack on wall door side -W/O #58358 RM 5115: Crack on wall door side -W/O #58358 RM 5116: Crack on wall door side -W/O #58358 RM 5117: 2 cracks on wall door side -W/O #58358 RM 5118: Crack on wall door side -W/O #58358 RM 5119: Crack on wall -W/O #58358
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	GYM: Change door closures -W/O #58363
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	35	N/A	50	N/A
Math	12	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	9	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 meetings
- 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, Instagram, and Twitter
- Flyers and Letters
- School Marquee/Banners
- Parent Square Automated Phone Messaging System including text messaging and e-mail communication
- New Student Orientations

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

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan (School Year 2020-2021)**

2019-20 CSSP Approval Date: 2/19/2020

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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	5.3	3.1	3.2	3.5	3.5
Expulsions	0.2	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5	2.3	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	405

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

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

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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	22	48	10	34	21	41	25	22	19	50	26	15
Mathematics	24	31	14	30	23	31	19	20	22	30	22	20
Science	27	14	14	18	23	19	22	9	23	18	23	10
Social Science	25	26	13	25	23	24	17	21	22	30	13	19

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	73	59	30

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 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$50,029
Mid-Range Teacher Salary	\$88,515	\$77,680
Highest Teacher Salary	\$112,309	\$102,143
Average Principal Salary (ES)	\$137,206	\$128,526
Average Principal Salary (MS)	\$137,844	\$133,574
Average Principal Salary (HS)	\$151,578	\$147,006
Superintendent Salary	\$327,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9914	2295	7620	103055
District	N/A	N/A	\$7,554	\$94,411
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.9	8.8
School Site/ State	-1.7	21.5

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

## 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
- ESSA: CSI LEA funding
- 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
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Title IV, Part A, Student Support and Academic Enrichment Grant Program

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Century High School	2016-17	2017-18	2018-19
Dropout Rate	2.3	5.3	6.5
Graduation Rate	93	87.9	85.2

Rate for Santa Ana Unified School	2016-17	2017-18	2018-19
Dropout Rate	4.3	5.5	5.3
Graduation Rate	91.5	89	88.8

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	846
% of pupils completing a CTE program and earning a high school diploma	59
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.42
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	25.34

## 2019-20 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	4	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	8	N/A
All courses	18	21.9

\*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 through on-site, after-school, and virtual learning. Students take an integrated CTE course sequence 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). CTE regional, county, and state competitions build industry skills and leadership through CTE student organizations. We continue to focus on adding pertinent industry recommended certifications and providing students the chance to work with businesses in our community through internships, field trips, and guest speaker opportunities.

CTE courses in Santa Ana combine real-world and work-based relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.