

Century High

2022 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2022-23 School Contact Information

School Name	Century High
Street	1401 South Grand Ave
City, State, Zip	Santa Ana, CA 92705-4408
Phone Number	(714) 568-7000
Principal	Nata Shin
Email Address	nata.shin@sausd.us
School Website	www.sausd.us/century
County-District-School (CDS) Code	30-66670-3030491

2022-23 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2022-23 School Overview

At 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 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. Furthermore, 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	408
Grade 10	386
Grade 11	404
Grade 12	458
Total Enrollment	1,656

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.3
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	0.5
Filipino	0.1
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	0.5
English Learners	36.5
Foster Youth	0.3
Homeless	17.1
Migrant	0.8
Socioeconomically Disadvantaged	81.4
Students with Disabilities	23.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.30	67.09	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	6.53	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.01	17.70	0.91	12115.80	4.41
Unknown	21.60	25.34	177.80	9.16	18854.30	6.86
Total Teaching Positions	85.50	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.00	73.14	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.20	7.07	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.02	23.50	1.15	11953.10	4.28
Unknown	16.60	18.76	127.30	6.20	15831.90	5.67
Total Teaching Positions	88.90	100.00	2053.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	5.50	6.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.50	6.20

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.90
Total Out-of-Field Teachers	0.80	0.90

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	6.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.20	0.20

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 27, 2022, 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. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected September 27, 2022

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Core Connections</i>	9-12

2018	Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i>	9-12
2018	Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
2018	CPM, <i>Statistics</i>	9-12
2017	CPM, <i>Precalculus</i>	9-12

Language Arts

2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</i>	9-12
2022	Bedford Freeman Worth, <i>Ideas in Argument</i>	11

Science(s)

2007	Holt, <i>Earth Science</i>	9-12
2007	Glencoe, <i>Biology</i>	9-12
2007	Prentice Hall, <i>Chemistry</i>	9-12
2007	Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12
2016	National Geographic Learning, <i>Environmental Science: Sustaining Your World</i>	9-12
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
2022	Pearson, <i>Forensic Science: An Introduction</i>	9-12

Social Science

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 & Change</i>	11
2020	Pearson, <i>Magruder's American Government</i>	12
2020	Pearson, <i>Economics</i>	12
2022	Bedford Freeman Worth, <i>Presidential Election Update American Government: Stories of a Nation</i>	12

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

6/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			BAND ROOM: CHANGE CEILING TILES TOO HIGH -W/O #91505 MAIN KITCHEN: EXIT SIGN NOT WORKING -W/O #91475 / LEAKING FAUCET -W/O #91484 RM 309: Crack on wall -W/O #58358 RM 408: BALLASTS NEED CHANGING -W/O #91475 / LEAKING FAUCET BY WINDOW -W/O #91484 / MISSING FLOOR TILE -W/O #91505
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			BOYS BB RM: MISSING LIGHT COVERS -W/O #91475 GIRLS LOCKER RM: REPLACE OUTLET COVERS -W/O #91475 RM 301: BALLASTS NEED CHANGING -W/O #91475 RM 304: BALLASTS NEED CHANGING -W/O #91475 RM 312: BALLASTS NEED CHANGING -W/O #91475 RM 316: BALLASTS NEED CHANGING -W/O #91475 RM 317: BALLASTS NEED CHANGING -W/O #91475 RM 318: BALLASTS NEED CHANGING -W/O #91475 RM 331: BALLASTS NEED CHANGING -W/O #91475 RM 406: BALLASTS NEED CHANGING -W/O #91475 RM 408: BALLASTS NEED CHANGING -W/O #91475 / LEAKING FAUCET BY WINDOW -W/O #91484 / MISSING FLOOR TILE -W/O #91505 RM 410: BALLASTS NEED CHANGING -W/O #91475 / LOOSE AND LEAKING FAUCET -W/O #91484 RM 421: MISSING LIGHT DIFFUSER -W/O #91475
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	300 BOYS RR: MISSING FAUCET KNOB -W/O #91484 5000 GIRLS RR DOWNSTAIRS: LOOSE FAUCET -W/O #91484 5000 GIRLS RR: LOOSE FAUCET -W/O #91484

School Facility Conditions and Planned Improvements

			<p>ENTRANCE SIDE STAFF RR: LEAKING FAUCET -W/O #91484 / LOOSE TOILET -W/O #91484</p> <p>GIRLS PE OFFICE: LEAKING FAUCET -W/O #91484 / LEAKING TOILET STEM -W/O #91484</p> <p>GIRLS VARSITY RM: DRINKING FOUNTAIN NOT WORKING -W/O #91484</p> <p>HALLWAY SIDE STAFF RR: NO HOT WATER -W/O #91484</p> <p>MAIN KITCHEN: EXIT SIGN NOT WORKING -W/O #91475 / LEAKING FAUCET -W/O #91484</p> <p>MEETING ROOM SIDE STAFF RR: NO HOT WATER -W/O #91484</p> <p>MEETING ROOM: NO HOT WATER -W/O #91484</p> <p>RM 328: LEAKING FOUNTAIN LOOSE FAUCET -W/O #91484</p> <p>RM 403: LEAKING FAUCET BY DOOR ENTRANCE -W/O #91484</p> <p>RM 404: BALLASTS NEED CHANGING -W/O #91475</p> <p>RM 408: BALLASTS NEED CHANGING -W/O #91475 / LEAKING FAUCET BY WINDOW -W/O #91484 / MISSING FLOOR TILE -W/O #91505</p> <p>RM 410: BALLASTS NEED CHANGING -W/O #91475 / LOOSE AND LEAKING FAUCET -W/O #91484</p> <p>RM 411: BROKEN, LOOSE FAUCET -W/O #91484</p> <p>RM 414: LEAKING FAUCET -W/O #91484</p> <p>RM 5103: LEAKING TOILET STEM -W/O #91484</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		<p>RM 5108: CRACK ON WALL NEAR WINDOW -W/O #91505</p> <p>RM 5109: CRACK ON WALL NEAR WINDOW -W/O #91505</p> <p>RM 5202: CRACKED WALL BY WINDOW -W/O #91505</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>RM 405: DOOR LOCK IS LOOSE -W/O #91503</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	365	94.81	5.19	26.24
Female	187	181	96.79	3.21	27.07
Male	198	184	92.93	7.07	25.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	372	352	94.62	5.38	26.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	127	92.70	7.30	2.42
Foster Youth	--	--	--	--	--
Homeless	69	67	97.10	2.90	23.88
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	330	315	95.45	4.55	24.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	71	91.03	8.97	7.14

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	348	90.39	9.61	9.77
Female	187	176	94.12	5.88	6.25
Male	198	172	86.87	13.13	13.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	372	335	90.05	9.95	9.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	115	83.94	16.06	3.48
Foster Youth	--	--	--	--	--
Homeless	69	66	95.65	4.35	7.58
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	330	301	91.21	8.79	7.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	67	85.90	14.10	2.99

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	11.96	9.8	16.34	15.3	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	732	710	96.99	3.01	9.8
Female	368	363	98.64	1.36	9.27
Male	364	347	95.33	4.67	10.36
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100	0	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	706	684	96.88	3.12	9.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	224	212	94.64	5.36	0.96
Foster Youth	--	--	--	--	--
Homeless	120	116	96.67	3.33	11.4
Military	0	0	0	0	0
Socioeconomically Disadvantaged	621	601	96.78	3.22	9.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	120	111	92.5	7.5	0

2021-22 Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students for college and career readiness. Students participate in courses within the regular instructional day, during after-school expanded learning programs, and through virtual learning programs. CTE classes are vertically aligned from TK-12 starting with career awareness in TK-5th grades, career exploration in 6th-8th grades, while culminating with work-based learning experiences in high school.

Students complete an integrated CTE sequence of courses referred to as a career 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 help students build industry skills and leadership skills through participation in career technical student organizations (CTSO). SAUSD CTE continues to focus on expanding relevant industry recommended certifications and with providing students work-based learning opportunities at partner businesses within our community through internships, field trips, and guest speakers.

SAUSD CTE courses combine real-world relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet "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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	750
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	92.16
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	31.21

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.5	88.2	89.2	91.6	90.0

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 aka Wellness 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

2022-23 Opportunities for Parental Involvement

- 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) 568-7011

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.3	4.5		2.6	3.7		8.9	7.8
Graduation Rate		90.4	92.3		91.4	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	376	347	92.3
Female	188	178	94.7
Male	188	169	89.9
American Indian or Alaska Native	0	0	0.0
Asian	13	12	92.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	360	333	92.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	124	105	84.7
Foster Youth	0	0	0.0
Homeless	69	61	88.4
Socioeconomically Disadvantaged	357	328	91.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	65	51	78.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1762	1731	590	34.1
Female	847	832	300	36.1
Male	913	897	288	32.1
American Indian or Alaska Native	1	1	0	0.0
Asian	34	33	8	24.2
Black or African American	9	9	4	44.4
Filipino	2	2	0	0.0
Hispanic or Latino	1698	1669	572	34.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	5	5	2	40.0
White	9	8	3	37.5
English Learners	669	656	264	40.2
Foster Youth	7	7	2	28.6
Homeless	334	329	140	42.6
Socioeconomically Disadvantaged	1497	1474	509	34.5
Students Receiving Migrant Education Services	18	18	6	33.3
Students with Disabilities	396	390	204	52.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.76	2.24	2.45
Expulsions	0.06	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.72	0.02	3.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.72	0.00
Female	4.84	0.00
Male	10.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.94	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.61	0.00
Foster Youth	0.00	0.00
Homeless	10.48	0.00
Socioeconomically Disadvantaged	8.22	0.00
Students Receiving Migrant Education Services	22.22	0.00
Students with Disabilities	8.33	0.00

2022-23 School Safety Plan

Safety Plan Approval Date: 2/23/2022

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).

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	50	26	15
Mathematics	22	30	22	20
Science	23	18	23	10
Social Science	22	30	13	19

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	62	15	21
Mathematics	20	38	23	16
Science	23	23	17	11
Social Science	20	40	16	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	106	29	5
Mathematics	14	73	25	8
Science	13	61	20	5
Social Science	13	68	16	10

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	276

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	21.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,988.66	\$2,654.87	\$7,333.80	\$109,237.55
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	0.8	12.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-14.1	25.3

2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,304	\$51,081
Mid-Range Teacher Salary	\$90,222	\$77,514
Highest Teacher Salary	\$116,846	\$105,764
Average Principal Salary (Elementary)	\$147,227	\$133,421
Average Principal Salary (Middle)	\$140,656	\$138,594
Average Principal Salary (High)	\$163,083	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	8
Mathematics	1
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

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. The purpose of the professional development will be focused on choice and our Western Association of Schools and Colleges (WASC) goals of EL Strategies, grouping and student agency, and Social and Emotional Learning (SEL).

Our 2022/23 Century High School (CHS) PD Objective is that by May 2023, 50% of CHS teachers will implement items on the WASC Preparation checklist on a daily basis. These items include but are not limited to posting language and standard objectives, knowing student demographics in the classroom, and continuous use and learning of technology in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30