

Santa Ana 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	Santa Ana High
Street	520 West Walnut
City, State, Zip	Santa Ana, CA 92701
Phone Number	714-567-4900
Principal	Elizabeth Enloe
Email Address	Elizabeth.Enloe@sausd.us
School Website	https://www.sausd.us/sahs
County-District-School (CDS) Code	30666703036357

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

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 (SAUSD).

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:

At Santa Ana High School our vision is to empower our students to be critical thinkers and confident communicators who are college and career ready.

Mission Statement:

At Santa Ana High School our mission is to build personal connections with our students while providing opportunities and a rigorous academic environment so they recognize their capacity to contribute to their community while creating a plan for success in high school and beyond.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	777
Grade 10	876
Grade 11	907
Grade 12	754
Total Enrollment	3,314

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.2
Asian	0.3
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	98.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	0.3
English Learners	32.2
Foster Youth	0.5
Homeless	11.6
Migrant	0.8
Socioeconomically Disadvantaged	81.8
Students with Disabilities	13.4



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

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)	112.40	82.56	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	0.73	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	2.42	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.62	17.70	0.91	12115.80	4.41
Unknown	18.60	13.66	177.80	9.16	18854.30	6.86
Total Teaching Positions	136.20	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)	112.50	81.39	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.36	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.90	5.04	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	0.74	23.50	1.15	11953.10	4.28
Unknown	17.20	12.46	127.30	6.20	15831.90	5.67
Total Teaching Positions	138.20	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	3.20	6.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.20	6.90

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	1.00
Total Out-of-Field Teachers	0.80	1.00

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)	2.40	4.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.40

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
2017	CPM, <i>Core Connections</i>	9-12
Mathematics		

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 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.

Year and month of the most recent FIT report

7/1/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			GIRLS LOCKER RM: COACH SHOWER AREA -ALARM DETECTOR IS BROKEN (CEILING) -W/O #95991
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 1208: GLASS ON DOOR HAS (2) LINE CRACKS -W/O #95990

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	39	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	849	776	91.40	8.60	38.79
Female	415	377	90.84	9.16	43.24
Male	433	398	91.92	8.08	34.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	837	765	91.40	8.60	38.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	255	224	87.84	12.16	6.25
Foster Youth	--	--	--	--	--
Homeless	159	144	90.57	9.43	38.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	695	640	92.09	7.91	37.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	85	84.16	15.84	12.94

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	849	778	91.64	8.36	10.28
Female	415	377	90.84	9.16	10.08
Male	433	400	92.38	7.62	10.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	837	767	91.64	8.36	10.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	255	226	88.63	11.37	0.00
Foster Youth	--	--	--	--	--
Homeless	159	147	92.45	7.55	11.56
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	695	643	92.52	7.48	9.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	87	86.14	13.86	1.15

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)	12.57	11.91	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	1582	1387	87.67	12.33	11.91
Female	769	688	89.47	10.53	10.69
Male	810	696	85.93	14.07	13.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1559	1368	87.75	12.25	11.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	425	369	86.82	13.18	0.82
Foster Youth	--	--	--	--	--
Homeless	268	235	87.69	12.31	9.44
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1299	1146	88.22	11.78	10.91
Students Receiving Migrant Education Services	13	12	92.31	7.69	0
Students with Disabilities	172	139	80.81	19.19	0.72

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	1111
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.7
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	98.52
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.46

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	92.7	92.0	93.7	92.4	93.4

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 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:

2022-23 Opportunities for Parental Involvement

- 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.

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		5.1	3.4		2.6	3.7		8.9	7.8
Graduation Rate		90.6	94.2		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	758	714	94.2
Female	363	346	95.3
Male	394	367	93.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	747	704	94.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	204	173	84.8
Foster Youth	12	11	91.7
Homeless	151	149	98.7
Socioeconomically Disadvantaged	698	662	94.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	98	82	83.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3439	3389	1065	31.4
Female	1617	1604	523	32.6
Male	1818	1781	540	30.3
American Indian or Alaska Native	7	6	3	50.0
Asian	11	11	3	27.3
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	3398	3351	1052	31.4
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	3	2	0	0.0
White	10	10	3	30.0
English Learners	1120	1105	383	34.7
Foster Youth	25	25	13	52.0
Homeless	433	423	175	41.4
Socioeconomically Disadvantaged	2933	2897	945	32.6
Students Receiving Migrant Education Services	31	31	7	22.6
Students with Disabilities	471	459	184	40.1

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	1.29	2.24	2.45
Expulsions	0.18	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	5.32	0.02	3.55	0.20	3.17
Expulsions	0.00	0.03	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.32	0.03
Female	4.82	0.00
Male	5.72	0.06
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.33	0.03
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.70	0.09
Foster Youth	16.00	0.00
Homeless	6.47	0.23
Socioeconomically Disadvantaged	5.18	0.03
Students Receiving Migrant Education Services	16.13	0.00
Students with Disabilities	5.94	0.00

2022-23 School Safety Plan

Safety Plan Approval Date: 1/31/2022

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	28	36	30	61
Mathematics	30	29	33	61
Science	30	15	29	50
Social Science	31	15	23	52

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	7	562	1	2
Mathematics	7	500		3
Science	7	439	1	1
Social Science	7	411		

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	17	137	52	39
Mathematics	18	105	49	32
Science	18	86	54	15
Social Science	18	97	27	46

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	301.27

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)	11.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	24.0

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	\$7,678.28	\$1,659.24	\$6,019.04	\$95,538.56
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	-18.9	-1.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-33.5	12.1

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	24.9
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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	14
Fine and Performing Arts	1
Foreign Language	8
Mathematics	3
Science	12
Social Science	24
Total AP Courses Offered Where there are student course enrollments of at least one student.	62

Professional Development

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" Positive Behavioral Interventions and Supports (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, 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 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 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 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.
3. The Way of the Saints (PBIS) Tier 1 supports for all students, specific focus on classroom interventions.
4. Social-emotional Learning (SEL)

Santa Ana High School is focused on developing PD that is purposeful and student driven. The purpose of this PD 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. 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. 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.

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	17	28	25