



# Santa Ana Community Day School

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## 2010-11 School Accountability Report Card Published During the 2011-12 School Year



### **Santa Ana Unified School District**

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## School Description and Mission Statement

### School Mission

The primary mission is to ensure equal access to a quality standards based curriculum and to provide preparation to meet the assessment requirements all students must attain, as well as, to excite, motivate, and support the students' quest for education. Our goal is to prepare students for a seamless re-entry into middle or high school as each individual completes an intermediate or high school program that is comparable to any Santa Ana Unified School District student's educational preparation. Excellent attendance, educational success, and improved behavior are the main foci of the Community Day School program.

The mission of the Community Day Intermediate/High School is to ensure that every student has the opportunity to access an educational program whose content is rigorously equal to the coursework offered to all middle and high school students in Santa Ana Unified School District regardless of race, color, creed, language ability, socioeconomic status, physical ability, and other challenges experienced by teens in the 21st Century. We provide a challenging academic curriculum, social skills and resiliency training, counseling services to high-risk youth referred by the School Attendance Review Board, the Pupil Placement Committee, or the Administrative Expulsion Panel.

The students, staff, and parents of the Community Day Intermediate/High School work as a team to promote academic and social growth in our students. We believe that every student can learn and should be challenged to achieve his/her potential regardless of their previous academic performance, family background, or socioeconomic status.

### District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of approximately 89.4% enrolled in the Free or Reduced Price Meal program, 56.7% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Over 25 schools have received the Golden Bell Award.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

## District Mission

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

## District Vision

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

## Opportunities for Parental Involvement

Parents are encouraged to get involved in Santa Ana Community Day School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are always invited to help chaperone field trips and attend school-sponsored events. We provide a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These include:

- Back to School Night
- Open House
- Career Day
- Promotion activities
- Parent education training and/or workshops

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

- School Site Council
- English Language Advisory Council

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 796-9000.

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:

- XTEND or Tell-A-Parent Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- New Student Orientations

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

| Student Enrollment by Grade Level |                    |
|-----------------------------------|--------------------|
| Grade Level                       | Number of Students |
| 7                                 | 2                  |
| 8                                 | 57                 |
| 9                                 | 22                 |
| 10                                | 7                  |
| 11                                | 6                  |
| 12                                | 4                  |
| <b>Total Enrollment</b>           | <b>98</b>          |

| Student Enrollment by Group      |                             |
|----------------------------------|-----------------------------|
| Group                            | Percent of Total Enrollment |
| American Indian or Alaska Native | 0                           |
| Asian                            | 0                           |
| Black or African American        | 0                           |
| English Learners                 | 75.5                        |
| Filipino                         | 0                           |
| Hispanic or Latino               | 99                          |
| Native Hawaiian/Pacific Islander | 1                           |
| Socioeconomically Disadvantaged  | 77.6                        |
| Students with Disabilities       | 12.2                        |
| Two or More Races                | 0                           |
| White                            | 0                           |

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

| Subject          | Avg. Class Size | Number of Classrooms |       |     |
|------------------|-----------------|----------------------|-------|-----|
|                  |                 | 1-20                 | 21-32 | 33+ |
| <b>2010-2011</b> |                 |                      |       |     |
| English          | 17.6            | 4                    | 1     | 0   |
| Mathematics      | 19.6            | 6                    | 2     | 0   |
| Science          | 13              | 6                    | 1     | 0   |
| Social Science   | 0               | 0                    | 0     | 0   |
| <b>2009-2010</b> |                 |                      |       |     |
| English          | 19.31           | 7                    | 9     | 0   |
| Mathematics      | 18.13           | 10                   | 7     | 0   |
| Science          | 24.8            | 3                    | 1     | 2   |
| Social Science   | 19.15           | 4                    | 4     | 0   |
| <b>2008-2009</b> |                 |                      |       |     |
| English          | 30              | 1                    | 5     | 2   |
| Mathematics      | 28.3            | 0                    | 3     | 0   |
| Science          | 31.5            | 1                    | 1     | 2   |
| Social Science   | 37.8            | 0                    | 1     | 3   |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### School Climate

#### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed for Santa Ana Community Day School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2010-2011 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

#### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 |
| Suspensions | 0       | 125.35  | 276.53  | 0.1      | 12.11   | 10.14   |
| Expulsions  | 4.39    | 8.45    | 5.1     | 0.21     | 0.34    | 0.25    |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facilities

#### School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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 Santa Ana Community Day School 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 day custodian inspects 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 and administrators check restrooms throughout the 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.

The most recent facilities inspection at Santa Ana Community Day School took place on 6/29/10. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

### School Facility Good Repair Status

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected   | Repair Status |      |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|------|--|
|  | Exemplary     | Good | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Interior:</b><br>Interior Surfaces                                      | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Electrical:</b><br>Electrical   | [ ]           | [X]  | [ ]  | [ ]  | Wires exposed in Classroom 1, 2, 3, 4, 5, 6: Service Call #17931<br>Low voltage in Classroom 4, 5, 6: Service Call #17931<br>Plastic wire covers in Classroom 8: Service Call #17931 |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ]           | [X]  | [ ]  | [ ]  |  |
| <b>Overall Rating</b>  | [ ]           | [X]  | [ ]  | [ ]  |  |

### Teachers

| Teacher Credentials                       |         |         |         |
|---|---------|---------|---------|
| School                                    | 2008-09 | 2009-10 | 2010-11 |
| <b>With Full Credential</b>               | 6       | 3       | 7       |
| <b>Without Full Credential</b>            | 0       | 0       | 0       |
| <b>Outside Subject Area of Competence</b> | 0       | 0       | 0       |
| District                                  | 2008-09 | 2009-10 | 2010-11 |
| <b>With Full Credential</b>               | ---     | ---     | 2,417   |
| <b>Without Full Credential</b>            | ---     | ---     | 25      |

| Teacher Misassignments              |         |         |         |
|-------------------------------------|---------|---------|---------|
| Indicator                           | 2008-09 | 2009-10 | 2010-11 |
| <b>Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b> | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>     | 0       | 0       | 0       |

- \* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- \*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Instructional Planning and Scheduling

#### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The legislation outlining the procedures for Community Day Schools states that there must be a 6 hour teaching day everyday school is in session. It does not allow for modified days or staff development days. Therefore, the Teachers at Community Day School participated in 18 hours of staff development after school hours. The subjects covered during the staff development days were: student discipline, improving study skills and goal setting, English Language Arts instruction, integration of English and Math across the curriculum, assisting students at-risk to manage anger through psychological exercises, lesson plan writing, student engagement strategies, and parent involvement to ensure that a student is successful in school. All of the teachers attended each staff development and implemented the strategies in the classroom.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes         | Percent of Classes In<br>Core Academic Subjects Taught by |                                |
|-----------------------------|---|--------------------------------|
|                             | NCLB Compliant<br>Teachers                                | Non-NCLB Compliant<br>Teachers |
| <b>This School</b>          | 100   | 0                              |
| <b>District</b>             |   |                                |
| <b>All Schools</b>          | 100   | 0                              |
| <b>High-Poverty Schools</b> | 100   | 0                              |
| <b>Low-Poverty Schools</b>  | 0   | 0                              |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

### Support Staff

| Academic Counselors and Other Support Staff |  |   |
|---|--|---|
| Title                                       | Number of FTE<br>Assigned to<br>School | Average Number of<br>Students per<br>Academic Counselor |
| Academic Counselor                          | 0                                      |   |
| Counselor (Social/Behavioral or             |  | ---   |
| Library Media Teacher (Librarian)           | 0                                      | ---   |
| Library Media Services Staff                |  | ---   |
| Psychologist                                | 0                                      | ---   |
| Social Worker                               | 0                                      | ---   |
| Nurse                                       | 0                                      | ---   |
| Speech/Language/Hearing                     | 0                                      | ---   |
| Resource Specialist (non-                   | 0                                      | ---   |
| Other                                       | 0                                      | ---   |

\* 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.

### Data and Access

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

### Curriculum and Instructional Materials

#### Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Year and month in which data were collected:

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 most recent 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 October 11, 2011, 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 11/12-2900 which certifies as required by Education Code §60119 that for the 2011-2012 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 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 Adopted          |  | Intermediate School Textbook Publisher | Grades |
|-----------------------|--|--|--------|
| <b>Mathematics</b>    |  |  |        |
| 2008                  | CGP Education, <i>California Mathematics</i>   |  | 6      |
| 2008                  | CGP Education, <i>California Mathematics</i>   |  | 7      |
| 2008                  | Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>                                    |  | 8      |
| 2008                  | College Preparatory Mathematics, <i>California Algebra Connections</i>                               |  | 8      |
| <b>Language Arts</b>  |  |  |        |
| 2009                  | Hampton Brown, <i>Inside Language (A-G)</i>  |  | 6-8    |
| 2002                  | Holt, Rinehart, Winston  |  | 6-8    |
| <b>Science(s)</b>     |  |  |        |
| 2007                  | Holt, Rinehart, Winston, <i>Earth Science</i>  |  | 6      |
| 2007                  | Holt, Rinehart, Winston, <i>Life Science</i>   |  | 7      |
| 2007                  | Holt, Rinehart, Winston, <i>Physical</i>   |  | 8      |
| <b>Social Science</b> |  |  |        |
| 2006                  | Pearson/Prentice-Hall, <i>Ancient Civilization</i>   |  | 6      |
| 2006                  | Pearson/Prentice-Hall, <i>Medieval &amp; Early Modern Times</i>                                      |  | 7      |
| 2006                  | Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>                        |  | 8      |
| Year Adopted          |  | High School Textbook Publisher         | Grades |
| <b>Mathematics</b>    |  |  |        |
| 2008                  | Pearson/Prentice Hall, <i>Algebra Readiness</i>  |  | 9-12   |
| 2008                  | Pearson/Prentice Hall, <i>Algebra 1</i>  |  | 9-12   |
| 2008                  | Holt, Rinehart, Winston, <i>Geometry</i>   |  | 9-12   |
| 2008                  | Pearson/Prentice Hall, <i>Algebra 2</i>  |  | 9-12   |
| 2008                  | McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>                                |  | 9-12   |
| 2008                  | McDougal Littell, <i>Calculus of a Single Variable</i>   |  | 9-12   |
| 2008                  | Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i> |  | 9-12   |
| 2008                  | Prentice Hall, <i>Probability &amp; Statistics</i>   |  | 9-12   |
| <b>Language Arts</b>  |  |  |        |
| 2009                  | Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>  |  | 9      |
| 2002                  | Holt, Rinehart, Winston <i>Literature &amp; Language Arts</i>  |  | 9-12   |
| <b>Science(s)</b>     |  |  |        |
| 2007                  | Holt <i>Earth Science</i>  |  | 9-12   |
| 2007                  | Glencoe <i>Biology</i>   |  | 9-12   |
| 2007                  | Prentice Hall <i>Chemistry</i>   |  | 9-12   |
| 2007                  | Prentice Hall <i>Essentials of Human Anatomy &amp; Physiology</i>                                    |  | 9-12   |
| 2007                  | Prentice Hall <i>Conceptual Physics</i>  |  | 9-12   |
| 2007                  | Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>   |  | 12     |
| <b>Social Science</b> |  |  |        |
| 2006                  | McDougal-Littell <i>Modern World History</i>   |  | 9-12   |
| 2006                  | Prentice Hall <i>American Government - Magruder's</i>  |  | 9-12   |
| 2006                  | Prentice Hall <i>Economics: Principles in Action</i>   |  | 9-12   |
| 2006                  | McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>                           |  | 9-12   |
| 2006                  | Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>                                    |  | 9-12   |
| 2006                  | Holt. <i>Sociology – The Study of Human Relationships</i>  |  | 9-12   |
| 2006                  | Oxford University, <i>Mexican American Studies – The course of Mexican History</i>                   |  | 9-12   |

## School Finances

| Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10) |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$5,085                | \$1,120    | \$3,965      | \$83,058               |
| District   | ---                    | ---        | \$5,070      | \$76,886               |
| State  | ---                    | ---        | \$5,455      | \$69,207               |
| Percent Difference: School Site and District                         |                        |            | -21.8%       | 4.0%                   |
| Percent Difference: School Site and State                            |                        |            | -27.3%       | 22.7%                  |

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received approximately \$3,725 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education
- Reading First

### Average Teacher and Administrative Salaries (FY 2009-10)

| Category               | District Amount | State Average for Districts In Same Category |
|------------------------|-----------------|--|
| Beginning Teacher      | \$48,083        | \$42,017                                     |
| Mid-Range Teacher      | \$73,427        | \$67,294                                     |
| Highest Teacher        | \$93,166        | \$86,776                                     |
| Average Principal (ES) | \$113,655       | \$108,534                                    |
| Average Principal (MS) | \$112,895       | \$112,893                                    |
| Average Principal (HS) | \$123,596       | \$123,331                                    |
| Superintendent         | \$241,718       | \$226,417                                    |

  

| Percent of District Budget (FY 2009-10) |     |     |
|---|-----|-----|
| Teacher Salaries                        | 43% | 38% |
| Administrative Salaries                 | 4%  | 5%  |

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

## Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**STAR Results for All Students - Three-Year Comparison**

| Subject   | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|
| <b>STAR Results for All Students - School</b>   |         |         |         |
| English-Language Arts                           | 2       | 5       | 5       |
| Mathematics                                     | 0       | 3       | 0       |
| Science   | 2       | 5       | 0       |
| History-Social Science                          | 1       | 3       | 0       |
| <b>STAR Results for All Students - District</b> |         |         |         |
| English-Language Arts                           | 37      | 40      | 43      |
| Mathematics                                     | 39      | 43      | 47      |
| Science   | 37      | 40      | 44      |
| History-Social Science                          | 31      | 34      | 37      |
| <b>STAR Results for All Students - State</b>    |         |         |         |
| English-Language Arts                           | 49      | 52      | 54      |
| Mathematics                                     | 46      | 48      | 50      |
| Science   | 50      | 54      | 57      |
| History-Social Science                          | 41      | 44      | 48      |

\* Scores are not shown 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.

**STAR Results by Student Group - Most Recent Year**

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 43  | 47          | 44      | 37                     |
| All Student at the School                     | 5   | 0           | 0       | 0                      |
| Male  | 5   | 0           | 0       | 0                      |
| Female  | 5   | 0           | 0       | 0                      |
| Black or African American                     |   |             |         |                        |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   |   |             |         |                        |
| Filipino                                      |   |             |         |                        |
| Hispanic or Latino                            | 4   | 0           | 0       | 0                      |
| Native Hawaiian/Pacific Islander              |   |             |         |                        |
| White   | 0   | 0           | 0       | 0                      |
| Two or More Races                             |   |             |         |                        |
| Socioeconomically Disadvantaged               | 3   | 0           | 0       | 0                      |
| English Learners                              | 0   | 0           | 0       | 0                      |
| Students with Disabilities                    | 8   | 0           | 0       | 0                      |
| Students Receiving Migrant Education Services | 0   | 0           | 0       | 0                      |

\* Scores are not shown 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.



### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards |             |            |
|-------------|---|-------------|------------|
|             | Four of Six                                   | Five of Six | Six of Six |
| 7           | 0   | 33.3        | 50         |
| 9           | 37.9  | 27.6        | 10.3       |

\* Scores are not shown 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.

### Accountability

#### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group                            | 2011 Growth API |            |               |            |               |            |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
|                                  | School          |            | LEA           |            | State         |            |
|                                  | # of Students   | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School       | 23              | 473        | 39,697        | 740        | 4,683,676     | 778        |
| Black or African American        | 0               |            | 169           | 779        | 317,856       | 696        |
| American Indian or Alaska Native | 0               |            | 12            | 747        | 33,774        | 733        |
| Asian                            | 0               |            | 948           | 890        | 398,869       | 898        |
| Filipino                         | 0               |            | 83            | 872        | 123,245       | 859        |
| Hispanic or Latino               | 23              | 473        | 37,822        | 734        | 2,406,749     | 729        |
| Native Hawaiian/Pacific Islander | 0               |            | 42            | 816        | 26,953        | 764        |
| White                            | 0               |            | 490           | 836        | 1,258,831     | 845        |
| Two or More Races                | 0               |            | 105           | 876        | 76,766        | 836        |
| Socioeconomically Disadvantaged  | 20              | 467        | 34,819        | 732        | 2,731,843     | 726        |
| English Learners                 | 19              | 457        | 29,939        | 708        | 1,521,844     | 707        |
| Students with Disabilities       | 4               |            | 3,970         | 584        | 521,815       | 595        |

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide       | B    | B    | B    |
| Similar Schools | B    | B    | B    |

| API Growth by Student Group - Three-Year Comparison |                   |         |         |
|---|-------------------|---------|---------|
| Group   | Actual API Change |         |         |
|   | 2008-09           | 2009-10 | 2010-11 |
| All Students at the School                          | -69               | 21      | 115     |
| Black or African American                           |                   |         |         |
| American Indian or Alaska Native                    |                   |         |         |
| Asian   |                   |         |         |
| Filipino  |                   |         |         |
| Hispanic or Latino                                  |                   |         |         |
| Native Hawaiian/Pacific Islander                    |                   |         |         |
| White   |                   |         |         |
| Two or More Races                                   | N/D               |         |         |
| Socioeconomically Disadvantaged                     |                   |         |         |
| English Learners                                    |                   |         |         |
| Students with Disabilities                          |                   |         |         |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

## School Completion and Postsecondary Preparation

#### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

| Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria                                     | School | District |
| Made AYP Overall                                 | No     | No       |
| Met Participation Rate: English-Language Arts    | Yes    | Yes      |
| Met Participation Rate: Mathematics              | No     | Yes      |
| Met Percent Proficient: English-Language Arts    | Yes    | No       |
| Met Percent Proficient: Mathematics              | No     | No       |
| Met API Criteria                                 | N/A    | Yes      |
| Met Graduation Rate (if applicable)              | N/A    | No       |

#### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2006-2007 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  |           | 43        |
| Percent of Schools Currently in Program Improvement |           | 71.7      |

| CAHSEE Results for All Students - Three-Year Comparison |         |         |         |
|---|---------|---------|---------|
| Subject   | 2008-09 | 2009-10 | 2010-11 |
| CAHSEE Results for All Students - School                |         |         |         |
| English-Language Arts                                   |         |         | 14      |
| Mathematics   |         |         | 14      |
| CAHSEE Results for All Students - District              |         |         |         |
| English-Language Arts                                   | 42      | 45      | 54      |
| Mathematics   | 50      | 51      | 56      |
| CAHSEE Results for All Students - State                 |         |         |         |
| English-Language Arts                                   | 52      | 54      | 59      |
| Mathematics   | 53      | 54      | 56      |

\* Scores are not shown 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.

**CAHSEE Grade Ten Results by Student Group - Most Recent Year**

| Group                                | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
|--------------------------------------|----------------|------------|----------|----------------|------------|----------|
| All Students in the LEA              | 46             | 26         | 28       | 44             | 37         | 19       |
| All Students at the School           | 86             | 14         | 0        | 86             | 14         | 0        |
| Male                                 | 85             | 15         | 0        | 83             | 17         | 0        |
| Female                               | 0              | 0          | 0        | 0              | 0          | 0        |
| Black or African American            | 0              | 0          | 0        | 0              | 0          | 0        |
| American Indian or Alaska Native     | 0              | 0          | 0        | 0              | 0          | 0        |
| Asian                                | 0              | 0          | 0        | 0              | 0          | 0        |
| Filipino                             | 0              | 0          | 0        | 0              | 0          | 0        |
| Hispanic or Latino                   | 86             | 14         | 0        | 86             | 14         | 0        |
| Native Hawaiian/Pacific Islander     | 0              | 0          | 0        | 0              | 0          | 0        |
| White                                | 0              | 0          | 0        | 0              | 0          | 0        |
| Two or More Races                    | 0              | 0          | 0        | 0              | 0          | 0        |
| Socioeconomically Disadvantaged      | 92             | 8          | 0        | 85             | 15         | 0        |
| English Learners                     | 0              | 0          | 0        | 0              | 0          | 0        |
| Students with Disabilities           | 0              | 0          | 0        | 0              | 0          | 0        |
| Receiving Migrant Education Services | 0              | 0          | 0        | 0              | 0          | 0        |

\* Scores are not shown 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.

**Admission Requirements for California's Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

| Dropout Rate and Graduation Rate                   |         |         |         |
|--|---------|---------|---------|
| Indicator  | School  |         |         |
|  | 2007-08 | 2008-09 | 2009-10 |
| <b>Dropout Rate and Graduation Rate - School</b>   |         |         |         |
| Dropout Rate (1-year)                              | 8.1     | 17.9    | 9.1     |
| Graduation Rate                                    | 83.7    |         |         |
| <b>Dropout Rate and Graduation Rate - District</b> |         |         |         |
| Dropout Rate (1-year)                              | 1.8     | 3.5     | 3.8     |
| Graduation Rate                                    | 83.7    | 83.63   | 83.98   |
| <b>Dropout Rate and Graduation Rate - State</b>    |         |         |         |
| Dropout Rate (1-year)                              | 4.9     | 5.7     | 4.6     |
| Graduation Rate                                    | 80.21   | 78.59   | 80.44   |

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group                            | Graduating Class of 2011 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | *                        | 80.1%    | N/D   |
| Black or African American        | *                        | 71.4%    | N/D   |
| American Indian or Alaska Native | *                        | *        | N/D   |
| Asian                            | *                        | 90.6%    | N/D   |
| Filipino                         | *                        | *        | N/D   |
| Hispanic or Latino               | *                        | 79.9%    | N/D   |
| Native Hawaiian/Pacific Islander | *                        | *        | N/D   |
| White                            | *                        | 79.4%    | N/D   |
| Socioeconomically Disadvantaged  | *                        | 92.7%    | N/D   |
| English Learners                 | *                        | 61.6%    | N/D   |
| Students with Disabilities       | *                        | 77.9%    | N/D   |

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

| Career Technical Education Participation  |                           |
|---|---------------------------|
| Measure   | CTE Program Participation |
| Number of pupils participating in CTE   |                           |
| % of pupils completing a CTE program and earning a high school diploma                            |                           |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education |                           |

| Courses for UC/CSU Admission (School Year 2009-10)     |         |
|--|---------|
| UC/CSU Course Measure                                  | Percent |
| Students Enrolled in Courses Required for Admission    | 23.3    |
| Graduates Who Completed All Courses Required Admission | 0       |