

# Savanna High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Savanna High School
<b>Street</b>	301 North Gilbert Street
<b>City, State, Zip</b>	Anaheim, CA 92801-5018
<b>Phone Number</b>	(714) 220-4262
<b>Principal</b>	Michael Pooley
<b>Email Address</b>	pooley_m@auhsd.us
<b>Website</b>	<a href="http://savanna.auhsd.us/">http://savanna.auhsd.us/</a>
<b>County-District-School (CDS) Code</b>	30664313036712

Entity	Contact Information
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
Website	www.auhsd.us

## School Description and Mission Statement (School Year 2019-20)

### Vision Statement:

Savanna High School is a proud community of dedicated staff, involved parents, and empowered students, whose members are engaged in academic excellence and are called to develop purposeful lives.

### Mission Statement:

At Savanna High School, our mission is to support diverse and innovative learners in reaching their highest potential through meaningful and challenging experiences, so they can be successful in a rapidly changing world. Students will dedicate themselves to their own education and character development. Teachers will encourage, equip, and empower learners with a rigorous curriculum using differentiated instruction. Counselors will help learners make good academic decisions. Administrators will lead while ensuring the learning environment is both safe and effective. All staff will teach and consistently model school-wide expected behaviors. Parents, guardians, and other members of the community will support the efforts of students and teachers to maintain a successful learning community.

### Highlights:

In 2014, Savanna High School became a P-21 Exemplar School, because of our commitment to college, career, and life readiness, education support systems, engaged learning approaches, equitable student access to 21st century learning, and student acquisition of 21st century knowledge and skills. In 2015, Savanna High School became a Gold Ribbon school for its personalized, four-year Capstone Program, which results in a senior-year portfolio presentation and panel interview to demonstrate college and career readiness. In 2016, Savanna High School became a California Democracy School, because every student graduating Savanna High School participates in multiple civic inquiry and investigation lessons. In 2017, Savanna High School implemented a Global Leadership and Language Academy program in the ninth grade, with students taking Spanish for Spanish Speakers 3 and Teatro en Español. Other GLLA courses offered include Mariachi, US History in Español, World History: Una Perspectiva Latino Americano, AP Spanish Language and AP Spanish Lit. Savanna High School also has CTE Pathways in Medical Careers, Automotive, BITA (Construction), and Culinary.

### SAVANNA HS STUDENTS ARE:

- Critical Thinkers and Inquirers
- Academically and Personally Accountable
- Communicators and Collaborators
- Globally Aware and Culturally Competent
- Digital-Age Learners

These Student Learning Capacities (SLCs) are assessed through a school-wide Capstone Program.

Savanna High School teachers are implementing the following: Performance Task Assessments, Reflective Writing, Critical Reading Strategies, the AUHSD Writing Journey, Civics Inquiry, and Advancement Via Individual Determination (AVID) strategies school wide. Teacher collaboration meetings and release days happen regularly to review data, refine teaching practice, and identify best practices to ensure that the students are college, career, and life ready.

Savanna High School offers numerous Advanced Placement courses, including: English Language and Composition, English Literature and Composition, European History, United States History, Government, Statistics, Calculus, Biology, Physics, Chemistry, Spanish Language, Spanish Literature, French Language, and Studio Art. Additionally, Savanna High School offers a number of dual enrollment opportunities through partnerships Cypress and Fullerton College, including: Intro to Sociology, Intro to Chicana/o Studies, Cultural Awareness and the Health Care System, and Counseling 100. These dual enrollment courses allow Savanna students to begin their college coursework early, earning both high school elective and college credit.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	436
Grade 10	489
Grade 11	456
Grade 12	482
<b>Total Enrollment</b>	<b>1,863</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	7
Filipino	3.9
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0.3
White	6.7
Two or More Races	1.3
Socioeconomically Disadvantaged	82.9
English Learners	22.2
Students with Disabilities	13
Foster Youth	0.5
Homeless	14.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	76	76	73	1205
Without Full Credential	0	1	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	11	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All science labs at Savanna High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Savanna High School opened in 1961. Savanna is one of nine comprehensive high schools in the Anaheim Union High School District, serving West Anaheim, parts of Buena Park, and some unincorporated areas of Orange County. The 41.8 acre site includes 63 regular classrooms and 13 portable classroom buildings. There are 19 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.). The site also includes an auditorium, a cafeteria, a library, a gym and pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection (Williams Facilities Review) was completed on October 23, 2019.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** October, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	57	44	46	50	50
Mathematics (grades 3-8 and 11)	16	19	27	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	433	97.96	2.04	56.84
Male	238	236	99.16	0.84	54.47
Female	204	197	96.57	3.43	59.69
Black or African American	12	12	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	32	32	100.00	0.00	78.13
Filipino	15	14	93.33	6.67	78.57
Hispanic or Latino	349	341	97.71	2.29	53.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	26	100.00	0.00	61.54

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	382	374	97.91	2.09	55.11
English Learners	110	106	96.36	3.64	25.71
Students with Disabilities	43	42	97.67	2.33	9.76
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	87	84	96.55	3.45	54.76

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	424	95.93	4.07	18.72
Male	238	231	97.06	2.94	18.78
Female	204	193	94.61	5.39	18.65
Black or African American	12	9	75.00	25.00	22.22
American Indian or Alaska Native					
Asian	32	31	96.88	3.12	61.29
Filipino	15	14	93.33	6.67	42.86
Hispanic or Latino	349	336	96.28	3.72	13.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	26	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	382	366	95.81	4.19	18.08
English Learners	110	105	95.45	4.55	9.52
Students with Disabilities	43	40	93.02	6.98	2.50
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	87	83	95.40	4.60	21.69

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

Savanna High School has seven career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2017-18 school year courses were offered in the following career industry sectors: Arts, Media & Entertainment; Business & Finance; Health Science & Medical Technology; Building & Construction Trades; Hospitality, Tourism, and Recreation; and Transportation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1057
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.7	12.8	11.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Savanna High School strives to be a collaborative school environment, offering all stakeholders the opportunity to be involved in student learning and success. An annual Parent Needs Assessment Survey is administered to parents to determine Parent Involvement Needs. Parents are encouraged to participate through a variety of avenues, including becoming a Parent Ambassador, teaching other parents through Parent Leadership Academy, attending Parent Leadership Academy workshops, participating in PTSA, attending parent workshops for student success hosted by the Title I Specialist, Family and Community Engagement Specialist, and the Principal; attending "Coffee with Counselors" events; attending "Coffee with the Principal" events, attending grade-level College and Career Readiness nights hosted by the Title I Specialist and the Counseling Department; participating in booster organizations, attending award assemblies; attending Back to School Night and Open House; participating in Parent Learning Walks to visit classrooms. Parents have opportunities to receive assistance in accessing the Aeries Parent Portal from Savanna's Family and Community Engagement Specialist. The PTSA annually awards scholarships to senior students. Counseling hosts events for Honors/AP students and organizes the annual Rebel Awards. Parents and community members participate in school-wide events, including Red Ribbon Week, International Day, and Professional Development events. A full-time community liaison/family and community engagement specialist was hired in 2009 and coordinates with the full-time Title I Specialist to assist families.

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	5	6.1	5.2	6.3	6.8	6.2	9.7	9.1	9.6
<b>Graduation Rate</b>	92.6	91.1	89.5	88.6	86.2	85.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	6.3	2.2	3.4	5.8	4.8	3.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff (through a once a month Safety Team meetings), students, and community resource groups (Anaheim Police Department and Anaheim Fire Department) along with the School Site Council in order to determine any needed changes. The Savanna High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills (2 lock down, fire, earthquake) are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	30	15	8	44	30	14	11	41	29	14	11	40
<b>Mathematics</b>	31	5	3	18	33	7	9	39	33	8	4	40
<b>Science</b>	31	10	2	39	34	4	6	35	34	4	5	33
<b>Social Science</b>	33	8	3	34	32	7	5	33	33	6	4	33

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	465.8

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,364	\$3,444	\$8,920	\$95,007
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	-1.8	2.1
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	17.2	7.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Savanna High School receives supplemental funding through Title I and Local Control Funding Formula (LCFF). Title I funds are used to support enhanced learning in the areas of English and Mathematics through appropriate intervention programs and support the funding of key positions that support the learning environment. Title I funds support the hiring of a bilingual translator. Title I funds support the hiring of a Mathematics teacher who supports in-class interventions for students. Title I funds also support the hiring of an ELA teacher who promotes educational technology to promote digital-age literacy development. LCFF funds provide additional educational opportunities and interventions to English Learners who are at risk of falling below grade level. LCFF funds are used to provide certificated staff with professional development in educational practices to best serve our students, including the integration of technology into lessons. LCFF funds are also used to support after-school academic tutoring in each core subject area, with additional focused support for English Learners and Students with Disabilities. Additionally, Title I and LCFF funds are used to ensure that all students have Common Core State Standards (CCSS) aligned supplemental instructional materials. Savanna also receives Title IV funding that emphasizes spending on STEAM related courses to improve teaching and learning for all students.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,841	\$52,466
Mid-Range Teacher Salary	\$94,336	\$87,373
Highest Teacher Salary	\$111,534	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$137,671	\$142,025
Average Principal Salary (High)	\$148,730	\$153,904
Superintendent Salary	\$260,000	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	3	N/A
All courses	15	13.8

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.