

Savanna High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



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	Savanna High School
Street	301 North Gilbert Street
City, State, Zip	Anaheim, CA 92801-5018
Phone Number	(714) 220-4262
Principal	Michael Pooley
Email Address	pooley_m@auhsd.us
School Website	https://savanna.auhsd.us
County-District-School (CDS) Code	30664313036712

2022-23 District Contact Information

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

2022-23 School Overview

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. In 2020 Savanna was awarded the CA Civic Learning Award of Excellence due to multiple programs schoolwide that give students the opportunity to engage in civic learning. In the fall of 2022, Savanna High School was one of 13 AUHSD schools who were awarded California State Funding via a grant to become a Community School. This allowed us to bring on more staff, provide more training, and offer more resources to our students and their families.

SAVANNA HS STUDENTS ARE:

- Critical Thinkers
- Creative
- Communicators
- Collaborators
- Compassionate and have Character

These are the 5 Cs and 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, and Studio Art. Additionally, Savanna High School offers a number of dual enrollment opportunities through partnerships with Cypress College, including our embedded dual enrollment program. The

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embedded program offers students the opportunity to earn both high school graduation requirements and transferable college units. The embedded classes are offered on the Savanna High School campus and are taught by a Cypress College instructor. Our embedded program includes the following courses: COUN 139/140, Ethnic Studies and English 101. Our after school dual enrollment courses are available to students after school and a large variety of courses are available each semester. These dual enrollment courses allow Savanna students to begin their college coursework early, earning both high school elective and college credit.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	456
Grade 10	477
Grade 11	418
Grade 12	390
Total Enrollment	1,741

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.0
American Indian or Alaska Native	0.1
Asian	5.3
Black or African American	1.8
Filipino	4.0
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	4.7
English Learners	21.1
Foster Youth	0.4
Homeless	8.1
Migrant	0.0
Socioeconomically Disadvantaged	84.3
Students with Disabilities	14.0

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.70	72.91	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	9.04	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.61	29.50	2.45	12115.80	4.41
Unknown	11.40	17.42	226.00	18.73	18854.30	6.86
Total Teaching Positions	65.40	100.00	1206.40	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	5.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.40	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)	21.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 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 September 14, 2021.

Year and month in which the data were collected

September 2022

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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks for the general education courses were adopted in 2007-08. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	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
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Science Laboratory Equipment (grades 9-12)	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, and ELMO projector. Most labs have additional equipment appropriate for the courses being taught in the room. There are five science classrooms that are not laboratory classrooms, however.	Yes	0
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School Facility Conditions and Planned Improvements

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 05, 2022.

Year and month of the most recent FIT report	October, 2022
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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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Promptly repair uneven walkway and restroom flooring.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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	46	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	23	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	384	370	96.35	3.65	46.22
Female	168	161	95.83	4.17	52.80
Male	216	209	96.76	3.24	41.15
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	28	28	100.00	0.00	78.57
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	304	293	96.38	3.62	42.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	20	86.96	13.04	50.00
English Learners	55	53	96.36	3.64	1.89
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	302	296	98.01	1.99	42.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	43	95.56	4.44	9.30

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	384	366	95.31	4.69	15.57
Female	168	158	94.05	5.95	13.29
Male	216	208	96.30	3.70	17.31
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	28	28	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	31.25
Hispanic or Latino	304	290	95.39	4.61	10.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	20	86.96	13.04	30.00
English Learners	55	52	94.55	5.45	0.00
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	9.68
Military	--	--	--	--	--
Socioeconomically Disadvantaged	302	292	96.69	3.31	13.01
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	41	91.11	8.89	0.00

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)	21.06	23.27	28.33	28.29	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	714	702	98.32	1.68	23.27
Female	336	331	98.51	1.49	21.78
Male	378	371	98.15	1.85	24.59
American Indian or Alaska Native	0	0	0	0	0
Asian	54	53	98.15	1.85	47.17
Black or African American	14	14	100	0	21.43
Filipino	34	34	100	0	27.27
Hispanic or Latino	560	551	98.39	1.61	19.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100	0	30.77
White	38	36	94.74	5.26	33.33
English Learners	100	96	96	4	1.06
Foster Youth	--	--	--	--	--
Homeless	72	70	97.22	2.78	17.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	565	557	98.58	1.42	21.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	82	94.25	5.75	3.75

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1059
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52
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	97.87
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	43.91

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	35%	35%	35%	35%	35%

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

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 Family and Community Engagement Specialist and the Counseling Department; attending "Counseling Advisory" events; attending "Coffee with the Principals" events (with the Brookhurst Principal and Savanna Principal); attending grade-level College and Career Readiness nights hosted by the Family and Community Engagement 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. During distance learning, executive parent ambassadors are appearing on Rebel TV to give students motivational messages to encourage them to do their best throughout the pandemic. As this is our second year back on campus, systems are resuming to more normal levels.

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		3.4	3.4		3.2	3.6		8.9	7.8
Graduation Rate		93.9	94.4		92.3	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	355	335	94.4
Female	176	168	95.5
Male	179	167	93.3
American Indian or Alaska Native	0	0	0.0
Asian	28	25	89.3
Black or African American	--	--	--
Filipino	17	17	100.0
Hispanic or Latino	278	263	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	15	14	93.3
English Learners	89	73	82.0
Foster Youth	--	--	--
Homeless	57	53	93.0
Socioeconomically Disadvantaged	332	315	94.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	55	46	83.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1907	1837	331	18.0
Female	915	875	168	19.2
Male	991	961	163	17.0
American Indian or Alaska Native	4	4	0	0.0
Asian	104	98	6	6.1
Black or African American	38	35	5	14.3
Filipino	75	74	5	6.8
Hispanic or Latino	1564	1510	294	19.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	22	21	4	19.0
White	87	82	13	15.9
English Learners	422	403	96	23.8
Foster Youth	13	10	2	20.0
Homeless	179	166	46	27.7
Socioeconomically Disadvantaged	1625	1570	293	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	274	261	68	26.1

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	2.25	1.86	2.45
Expulsions	0.00	0.00	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	1.68	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0.00
Female	1.20	0.00
Male	2.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.96	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	1.15	0.00
English Learners	3.08	0.00
Foster Youth	15.38	0.00
Homeless	2.79	0.00
Socioeconomically Disadvantaged	1.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.92	0.00

2022-23 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff (through once a quarter 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. During the pandemic, we had new safety guidelines and protocols that were followed. All people checking into the campus were receiving the COVID-19 daily health assessment. They were also required to wear masks on campus when around other people and maintain social distancing. Additional hand sanitizing stations were placed around campus as well as water bottle re-filling stations and the drinking fountains were shut down. Office staff received plexiglass shields in cases where people must come to see them. Certain pieces were left in place, but some of the protocols have since been removed over the first few months of the beginning of the 2022-23 school year. The latest Safety Plan was approved in February of 2022.

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	29	16	13	34
Mathematics	32	8	11	35
Science	30	8	15	21
Social Science	32	7	6	27

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	31	18	10	34
Mathematics	37	9	4	40
Science	31	7	12	27
Social Science	27	13	9	25

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	25	20	34	16
Mathematics	26	14	24	23
Science	27	10	31	10
Social Science	26	13	21	14

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	580.33

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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$15,559	\$5,689	\$9,870	\$92,577
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-6.6	-6.2
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	39.8	7.5

2021-22 Types of Services Funded

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 three full time bilingual aides. Title I funds support the hiring of an AVID teacher and two sections of an EL Literacy Support teacher who support in-class interventions for students. LCFF funds provide additional educational opportunities and interventions to English Learners who are at risk of falling below grade level, including the hiring of a site English/Spanish translator. They are also used to help pay for an APEX teacher, who supports students in recovering credits for graduation during the school day. 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.

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	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
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	17.2
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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	5
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

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 four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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, Savanna High School has weekly professional development opportunities on Thursday'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.

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	4	6	10