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School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

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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.

I. Data and Access

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.

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.

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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Savanna High School	**District Name**	Anaheim Union High School District
Street	301 North Gilbert	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 92801-5018	**Web Site**	auhsd.k12.ca.us
Phone Number	714-220-4262	**Superintendent**	Dr. Elizabeth Novack
Principal	Manuel Colon	**E-mail Address**	novack_e@auhsd.us
E-mail Address	colon_m@auhsd.us	**CDS Code**	30664313036712

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Savanna High School strives to be a collaborative school environment, offering all stakeholders the opportunity to be involved in student learning and success. Parents are encouraged to participate through a variety of avenues, including: participating in PTSA, attending Parent Nights hosted by the Title I coordinator, community liason and the Principal; attending monthly "Coffee with Counselors" hosted by the counselors; attending College Nights hosted by the counselors; participating in Booster Organizations, attending award assemblies; attending Back to School Night, Open House. Parents have opportunities to receive assistance in accessing Zangle parent information taught by counselors. The PTSA annually awards scholarships to senior students. Counseling hosts events for Honors/AP students and organizes the Rebel Awards.

Parents and community participate in schoolwide events, including Red Ribbon Week and International Day. A full-time community liaison was hired in 2009 and coordinates with the full-time Title 1 Coordinator to to assist families.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	598
Grade 10	570
Grade 11	615
Grade 12	478
Total Enrollment	2,261

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.2	**White**	12.3
American Indian or Alaska Native	0.3	**Two or More Races**	1.6
Asian	7.1	**Socioeconomically Disadvantaged**	66.8
Filipino	4.4	**English Learners**	44.9
Hispanic or Latino	69	**Students with Disabilities**	10.5
Native Hawaiian/Pacific Islander	1.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.1	41	17	38	28.3	4	14	17	46.9	13	11	59
Mathematics	30.9	10	23	30	27.2	10	17	10	51.3	6	5	56
Science	32.2	6	13	33	31	4	8	19	47.7	7	0	51
Social Science	33.2	3	15	29	30.3	3	11	11	55.3	5	1	44

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)
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.

School Safety Plans are reviewed on an annual basis. The Savanna High School plan was last updated in July, 2011. The plan was discussed and adopted by site staff in August, 2011.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	11.46	6.41	0.57	17.11	12.3	9.85
Expulsions	1.35	1.38	9.73	1.08	0.97	1.02

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
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

Year and month in which data were collected: September 2011

Savanna High School opened in 1961 in what was then a suburban neighborhood consisting of mostly newly constructed single-family homes. Savanna is one of nine comprehensive high school in the AUHSD, serving West Anaheim, parts of Buena Park, and some unincorporated areas of Orange County. The 41.8 acre site includes 63 regular classrooms plus 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 has adopted cleaning standards for all schools. The administration works regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. 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 September 8, 2011.

School Facility Good Repair Status (School Year 2011-12)
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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Broken thermostat cover in Rooms 10 and 25. Broken thermostats in Rooms 17, 24, 25 and 60. Missing and dirty HVAC registers in Band and Choir Room offices. Dirty duct work in Band Room Office.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Several stained, missing, broken and loose ceiling tiles in various rooms. Patching and touch up painting needed in various areas. Room 8 and sink in hallway to kitchen restroom has broken soap dispensers. Water damage at ceiling (dome leak) in Library. Holes in stucco at sink in Room 1. Water heater is not strapped to wall in dry storage area of Kitchen. Weight Room has a broken mirror on north wall. Holes in ceiling in Girls' P.E. lost and found equipment room. Extension cords are taped to the wall in Room 30. Mats and floor are severly torn in Wrestling Room. Room 35 has a hole in carpet at teacher's desk and entry door is hard to open. No hot water at sink in Room 32. Room 33 has holes in exterior wall, cords across door openings at two locations and plywood wall needs drywall and/or paint. Faucet in Room 9 does not work and faucet in Room 12 drips. Water heater needs to be strapped to wall in Electrical Room next to Room 12. Band Room has ripped carpet at entry. Book Room next to Student Store has holes in wall and loose drywall at ceiling. Holes in wall in Auditorium Sound Room. Hall entry at Auditorium has a hole in corner of wall. Auditorium Electrical Room has a hole in ceiling. Railing in Auditorium needs touch up paint. Stucco is falling off at base at Electrical Room next to Room 17. Carpet and threshold are loose at entry in Room 22. Clean out cover removed under sink in Student Store.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[ ]	[X]	Conference Room has exposed wiring at east and south walls. Several lights are out in various rooms. Loose flex whip on ground behind desk in Main Office. Open "j" boxes in various areas. "J" box at ice machine in Kitchen is missing knock out seals. Outlet on south wall in Weight Room has fire damage. Missing exterior outlet cover at garage in Room 32. Three missing GFI covers in Room 14. Open 90 degree conduit in Auditorium Electrical Room.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Low water pressure in Principal's restroom. Drinking fountain at Room 59 needs repair. Missing soap dispenser in Girls' Restroom by Rooms 37-49. Door in faculty restroom binds, hard to close. Broken light switch and spring hinges in partition doors in Mens' Restroom in Faculty Lounge are not working. Restroom door in Kitchen binds at top. Etched paper towel holders in Boys' Locker Room Restroom. Drinking fountain in Boys' Locker Room has low water pressure and is loose at wall. Girls' Locker Room Restroom is missing sink. Holes in ceiling in Girls' Locker Room Restroom. Boys' Restroom next to Room 12 has an etched stainless steel mirror and graffiti at back of door. Girls' Restroom next to Room 9 is missing thumb turn on door and door closer hits top of door. Drinking fountain in Band Room has too much pressure. Women's Auditorium Restroom has broken wall tile and is missing grout; graffiti in stalls and an etched mirror. Girls' Restroom next to Room 19 is missing small Braille sign; #2 sink is cracked; duct tape on access panel above sinks; missing soap dispenser; missing cover on GFI outlet. Boys' Restroom next to Room 19 is missing grout at door and stall #2; graffiti on partitions; no latch on handicap stall; holes above door. Women's Faculty Restroom has cracks in walls and ceiling. Exhaust fan in Men's Faculty Restroom is not working; crack in wall at toilet; broken light switch. Drinking fountain by Rooms 17-27 has too much water pressure.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Missing and expired fire extinguishers in various areas. Fire blanket is loose on wall in Kitchen.
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Outside roof damage at south east corner of Library. Exterior cover on side of building next to entry of Room 34 is loose and bent.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Windows with graffiti, etching and bb holes in various areas. Several broken, cracked and sanded windows in various rooms. Missing door hold opens in various rooms. Remove door kick downs in various areas. Doors slam in various areas. Several doors in various rooms are hard to open. Room 47 is missing a screw at door handle. Lock is missing at interior door in back of Room 1 and door in Storage Room has loose vents. South door in work room next to speed lines will not close; hinges are missing screws and are stripped out. Broken door jamb in electrical closet in work room next to speed lines. Broken bleacher on north side of football field/track area. Two north doors in the Boys' Locker Room are rotten. Exterior door in Room 30 and entry door in Room 32 needs to be painted. Door handles in Rooms 13 iand 27 are missing escutcheons. Door between Rooms 9 and 10 binds on frame. Door between Rooms 10 and 13 is missing closer arm. Missing door knob in Auditorium Sound Room. Several doors in various areas do not close on their own. Auditorium Electrical Room has a loose door lock/handle on west side.Panic bar in Auditorium sticks. Auditorium doors close too fast and entry door binds. Door in Choir Room Office drags. Room 20 is missing weather stripping at door. Bench outside Room 23 is bent. Door in Room 25 rubs at top and door hinge is missing screws. Door closer disconnected at closet in Activities Office. Student Store needs new door sweeps at entry door and cabinet door is bent.
Overall Rating	[ ]	[ ]	[X]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	84	88	83	1291.7
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	3	11	5	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments	11	1	1
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
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 Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	465
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
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 instruction 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: October, 2011

This information was collected in October 2011. All textbooks meet standards-aligned requirements and all students have textbooks.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to core novels. Additionally, there is one anthology textbook per student, which is used to supplement the core novels.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	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, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	No	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,737	$3,405	$5,331	$80,924
District	---	---	$5,564	$81,859
Percent Difference: School Site and District	---	---	-4.2	-1.1
State	---	---	$5,455	$70,570
Percent Difference: School Site and State	---	---	-2.3	14.7

* **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 (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Savanna High School receives supplemental funding through Title II, Title III, The School Library Block Grant, Discretionary Block Grant, VAPA Grants, and through GATE. The Title II funds are used to provide teaching staff professional development in educational practices to best serve our students. The Title III funds provide additional educational opportunities and interventions to students who are at risk of falling below grade level. The School Library Block Grant provides additional educational opportunities to students and provides resources to the library; Discretionary Block Grant funds support all programs accross the curriculum. VAPA funds have provided necessary materials for the Arts and Physical Education. GATE funds provide enrichment opportunities to honors or advanced students. As of 2008-2009, Savanna High School has been designated as Title I. This year will see funds for Staff Development and planning in the targeted instructional areas of English and mathmatics.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,665	$42,954
Mid-Range Teacher Salary	$86,735	$69,905
Highest Teacher Salary	$99,631	$89,464
Average Principal Salary (Middle)	$126,447	$121,722
Average Principal Salary (High)	$139,351	$128,348
Superintendent Salary	$237,300	$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for 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/.

IX. 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37	40	38	44	48	49	49	52	54
Mathematics	11	12	17	28	31	35	46	48	50
Science	39	43	43	51	53	58	50	54	57
History-Social Science	40	41	44	43	46	49	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.

Standardized Testing and Reporting 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	49	35	58	49
All Student at the School	38	17	43	44
Male	36	18	45	49
Female	40	16	41	38
Black or African American	30	8	63	32
American Indian or Alaska Native	0	0	0	0
Asian	57	35	69	59
Filipino	61	34	72	72
Hispanic or Latino	34	14	37	39
Native Hawaiian/Pacific Islander	45	25	0	54
White	48	21	53	57
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	35	16	38	40
English Learners	9	5	18	11
Students with Disabilities	10	6	5	4
Students Receiving Migrant Education Services				

* 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 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/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	42	47	47	49	49	58	52	54	59
Mathematics	44	44	42	53	52	55	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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	32	45	33	21
All Students at the School	53	27	19	58	31	11
Male	57	28	15	56	34	10
Female	49	27	24	60	27	12
Black or African American	32	50	18	55	36	9
American Indian or Alaska Native	0	0	0	0	0	0
Asian	40	20	40	30	33	37
Filipino	28	22	50	33	28	39
Hispanic or Latino	58	26	16	62	29	9
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	47	34	19	48	44	8
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	57	29	15	61	30	9
English Learners	92	7	2	81	15	3
Students with Disabilities	96	4	0	94	6	0
Students 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.

California Physical Fitness Test Results (School Year 2010-11)
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 Standards	Five of Six Standards	Six of Six Standards
9	21.4	23.9	26.3

*   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.

X. 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/.

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	4	3	4
Similar Schools	5	3	3

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-21	23	11
Black or African American			
American Indian or Alaska Native			
Asian	-8	-1	13
Filipino			
Hispanic or Latino	-21	27	17
Native Hawaiian/Pacific Islander			
White	-15	51	-3
Two or More Races	N/D		
Socioeconomically Disadvantaged	-12	15	15
English Learners	-21	8	
Students with Disabilities	-21	0	14

*   "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.

Academic Performance Index 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	1,637	712	26,483	762	4,683,676	778
Black or African American	74	662	830	735	317,856	696
American Indian or Alaska Native	5		85	771	33,774	733
Asian	112	813	3,319	914	398,869	898
Filipino	69	812	1,126	865	123,245	859
Hispanic or Latino	1,159	690	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	19	744	254	759	26,953	764
White	197	767	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	1,155	693	17,241	723	2,731,843	726
English Learners	145		2,532		1,521,844	707
Students with Disabilities	171	444	2,500	501	521,815	595

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/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)
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: 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	2011-2012	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

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			District			State		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Dropout Rate (1-year)	2.3	4.8	2.8	2.1	5.3	2.1	4.9	5.7	4.6
Graduation Rate	89.1	86.32	89.42	90.3	84.57	88.64	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	90.0	79.8	N/D
Black or African American	100.0	91.0	N/D
American Indian or Alaska Native	100.0	93.3	N/D
Asian	100.0	98.3	N/D
Filipino	100.0	95.4	N/D
Hispanic or Latino	85.5	97.8	N/D
Native Hawaiian/Pacific Islander	100.0	91.0	N/D
White	95.2	89.8	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	93.0	86.2	N/D
English Learners	74.5	58.4	N/D
Students with Disabilities	58.2	59.5	N/D

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

Career Technical Education Programs (School Year 2010-11)

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

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 2010-2011 school year courses were offered in the following career industries: Arts, Media & Entertainment; Finance & Business; Health Science & Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Public Services; and Transportation.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	919
% of pupils completing a CTE program and earning a high school diploma	96
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.3
Graduates Who Completed All Courses Required for UC/CSU Admission	40.4

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	3	---
Mathematics	1	---
Science	2	---
Social Science	4	---
All courses	14	2.8

XII. 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, were student achievement data used to determined 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.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Teachers select professional development areas to work in and meet in those areas several times over the course of the school year. The additional late start days in 2009-2010 have allowed for greater collaboration between and within departments. Title 1 funds have allowed English and Math departments to develop strategic plans to enhance student achievement. All staff has been trained on the new student computer program Zangle. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student 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 be considered highly qualified under NCLB.