

# Savanna High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<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>	Carlos Hernandez
<b>E-mail Address</b>	hernandez_c@auhsd.us
<b>Web Site</b>	<a href="http://savanna.auhsd.us">http://savanna.auhsd.us</a>
<b>Grades Served</b>	9-12
<b>CDS Code</b>	30664313036712

<b>District Contact Information</b>	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Superintendent</b>	Michael B. Matsuda
<b>E-mail Address</b>	webmaster@auhsd.us
<b>Web Site</b>	www.auhsd.us

### School Description and Mission Statement (Most Recent Year)

#### 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 2015, Savanna High School became a Gold Ribbon school for its personalized, four-year Capstone Project, which results in a senior-year portfolio presentation and panel interview to demonstrate career and college readiness. Savanna High School is also P-21 Exemplar school, offering a variety of career pathways.

#### 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 Portfolio.

Savanna High School teachers are implementing the following: Performance Task Assessments, Reflective Writing, Critical Reading Strategies, the AUHSD Writing Journey, Civics Inquiry, and 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 and career 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, Spanish Language, Spanish Literature, and Studio Art.

#### Demographic Information:

Savanna High School, located in West Anaheim, California, serves over 2,060 students, in which 80% participate in the free and reduced meal program, 25% are English Learners, and 10% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 71% Hispanic; 10% White; 7% Asian; 3% African American; 4% Filipino; and, 1% Pacific Islander.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	552
Grade 10	500
Grade 11	517
Grade 12	486
<b>Total Enrollment</b>	<b>2,055</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1
Asian	6.9
Filipino	4
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.9
White	9.6
Two or More Races	2.9
Socioeconomically Disadvantaged	84.3
English Learners	24.2
Students with Disabilities	10.3
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	69	72	78	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	27

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	2	3
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.7	0.3
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

Note: 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

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 October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 2014-15. 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 were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. 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 November 24, 2015

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 24, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 24, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Repairs made to ceiling tiles in various rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Electrical wall plate replaced in room 904. Several lights replaced in kitchen.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Repairs made to drinking fountain by 900 building. Repairs made to urinal in boys' locker room restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 24, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	44	44
Mathematics	20	28	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	494	482	97.6	18	25	39	17
Male	11		222	44.9	23	29	31	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		260	52.6	13	21	45	20
Black or African American	11		13	2.6	23	31	15	31
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		27	5.5	15	7	44	33
Filipino	11		21	4.3	10	10	48	33
Hispanic or Latino	11		341	69.0	19	27	38	14
Native Hawaiian or Pacific Islander	11		8	1.6	--	--	--	--
White	11		50	10.1	20	22	34	20
Two or More Races	11		20	4.0	0	30	45	20
Socioeconomically Disadvantaged	11		383	77.5	19	26	38	15
English Learners	11		83	16.8	55	29	11	1
Students with Disabilities	11		42	8.5	60	31	10	0
Students Receiving Migrant Education Services	11		2	0.4	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	494	482	97.6	51	27	14	5
Male	11		220	44.5	57	21	12	6
Female	11		262	53.0	46	31	16	5
Black or African American	11		13	2.6	46	15	31	8
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		29	5.9	28	17	34	14
Filipino	11		21	4.3	19	33	24	19
Hispanic or Latino	11		341	69.0	56	27	11	3
Native Hawaiian or Pacific Islander	11		8	1.6	--	--	--	--
White	11		48	9.7	50	23	13	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		20	4.0	45	45	5	5
Socioeconomically Disadvantaged	11		384	77.7	52	27	14	4
English Learners	11		87	17.6	82	7	0	2
Students with Disabilities	11		43	8.7	81	2	0	0
Students Receiving Migrant Education Services	11		2	0.4	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	45	46	61	61	56	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	46
Male	52
Female	40
Black or African American	61
American Indian or Alaska Native	--
Asian	69
Filipino	80
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	58
Two or More Races	40
Socioeconomically Disadvantaged	23
English Learners	13
Students with Disabilities	43
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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.



### Career Technical Education Programs (School Year 2014-15)

Savanna High School has six career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2014-15 school year courses were offered in the following career industries: Arts, Media & Entertainment; Business & Finance; Health Science & Medical Technology; Building & Construction Trades; Hospitality, Tourism, and Recreation; Public Services; and Transportation.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1016
% of pupils completing a CTE program and earning a high school diploma	89.68%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.27
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.47

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	45	41	43	55	46	49	57	56	58
Mathematics	45	43	43	57	51	49	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	57	28	15	57	36	8
Male	63	27	10	59	32	9
Female	51	30	20	55	39	6
Black or African American	58	33	8	58	33	8
Asian	24	36	40	24	48	28
Filipino	42	37	21	21	53	26
Hispanic or Latino	59	28	12	62	34	5
White	63	17	20	50	36	14
Two or More Races	63	29	9	63	31	6
Socioeconomically Disadvantaged	59	28	13	57	36	7
English Learners	95	5		87	12	1
Students with Disabilities	95	5		98	3	

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.10	23.50	24.40

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

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 Coordinator, Community Liaison, and the Principal; attending "Coffee with Counselors" hosted by the counselors; attending "Coffee with the Principal" events, attending grade-level College and Career Readiness nights hosted by the Title I Coordinator 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 Community Liaison. 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 and International Day. A full-time community liaison was hired in 2009 and coordinates with the full-time Title I Coordinator to assist families.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	13.10	5.60	5.90	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	83.98	88.84	86.92	82.48	84.34	84.81	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	86.73	84.11	84.6
Black or African American	77.78	82.8	76
American Indian or Alaska Native	100	88.89	78.07
Asian	91.67	93.83	92.62
Filipino	100	97.03	96.49
Hispanic or Latino	86.02	81.33	81.28
Native Hawaiian/Pacific Islander	100	76.92	83.58
White	86.89	85.53	89.93
Two or More Races	71.43	70	82.8
Socioeconomically Disadvantaged	59.32	58.25	61.28
English Learners	60.18	54.13	50.76
Students with Disabilities	84.6	82	81.36
Foster Youth	--	--	--

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.99	4.88	3.56	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.22	0.13	0.00	0.20	0.13	0.02	0.13	0.10	0.09

## School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Savanna High School plans were last updated in January 2013. The plan was discussed and adopted by site staff in January 2013. The most important adjustment/ update was made to the emergency lock-down procedures where we adopted the Anaheim City's 3 phase procedure. Staff was instructed by city police on the current process/ procedures during an emergency lock-down. Evacuation processes were updated to provide a more efficient clearing of our campus during disaster drills. We also now include our Medical Academy students in the search and rescue procedures during disaster evacuations.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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

Subject	2012-13				2013-14				2014-15			
	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	29	20	23	36	30	16	16	42	29	20	16	39
Mathematics	35	4	6	48	34	6	5	49	33	8	5	48
Science	33	5	10	39	33	6	7	40	33	5	11	36
Social Science	31	11		40	33	8	1	39	33	8	5	34

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	528
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,664	\$2,006	\$6,195	\$86,158
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-20.0	-2.5
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	15.8	15.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

Savanna High School receives supplemental funding through Title I, Title III, 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. Title I funds are used to provide teaching staff professional development in educational practices to best serve our students. Additionally, Title I funds are also used to support after-school academic tutoring in each core subject area. The Title III and LCFF funds provide additional educational opportunities and interventions to English Learners who are at risk of falling below grade level. LCFF funds support the hiring of a Bilingual Community Liaison. Perkins funds are used to support Career Technical Education (CTE) pathway programs. Qualifying Savanna High School students also participate in Supplemental Educational Services (SES) through the Title I program.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	19	.7

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

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. 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 utilizing teacher coaches who are referred to as Lesson Design Specialists (LDS). Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Teachers select professional development areas to work in and meet in those areas several times over the course of the school year. Weekly late-start days have allowed for greater collaboration between and within departments. Teachers also participate in monthly "reflective learning walks" to improve instruction. Title I funds have allowed English and mathematics departments to develop strategic plans to enhance student achievement. 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.