



Saddleback High School

2802 South Flower • Santa Ana, CA 92707-3935 • (714) 569-6300 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Ana Unified School District

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School Description

Saddleback High School is located at 2802 South Flower Street between West Dyer Road and West MacArthur Blvd in Santa Ana California.

School Vision

Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world.

School Mission

The staff of Saddleback High School will strive for excellence in meeting the needs of all students. School programs will stimulate and generate excitement for learning, the enhancement of self-esteem, and the celebration of individual uniqueness. Students will develop appropriate social skills, problem solving techniques, decision-making strategies, and career preparation skills, as well as basic skills and technological expertise to promote life-long learning. We will create an awareness and understanding of individual and civic responsibilities in the multi-ethnic society and foster a respect for self and others so that all work and play together cooperatively.

College Majors School

Saddleback selected the theme of the College Majors School to focus transformational efforts. The mission of the College Majors School is to provide rigorous instruction and personalized support services to provide a successful transition to higher education and beyond. In 2013-2014, Saddleback was identified as a Priority School through the Core Waiver process. Selected activities and the categorical budget built on SIG Corrective Actions and were part of the Single Plan for Student Achievement (SPSA).

Saddleback High School was granted a six-year accreditation from the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) in June of 2012.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

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

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 569-6300.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.1
Asian	1.7
Filipino	0.6
Hispanic or Latino	95.9
Native Hawaiian/Pacific Islander	0.2
White	1.5
Two or More Races	0.1
Socioeconomically Disadvantaged	92.5
English Learners	39.0
Students with Disabilities	13.4

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	404
Gr. 10	476
Gr. 11	528
Gr. 12	402
Total	1,810

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			
Saddleback High School	12-13	13-14	14-15
Fully Credentialed	93	70	72
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	1	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Saddleback High School	12-13	13-14	14-15
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.64	0.36
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district’s Board of Trustees. On October 14, 2014, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	13
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Saddleback High School took place on 6/24/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	139: Hole in wall s/c: 254598 Need light cover s/c: 254599 Mount Fire Extinguisher s/c: 254597 144: Need front wall painted s/c: 254598 145: Patch wallpaper s/c: 254598 Light cover broken front of room left side s/c: 254599 147: Hole in dry wall s/c: 254598 149: Hole in wall s/c: 254598 213: Repair wall hallway between 213 & 214 s/c: 254598 402: Pannels under 2 tables need to be replaced s/c: 254600 411: 2 panels under tables need to be put back on (wood) s/c: 254600 413: Drawers will not lock under table s/c: 254601 Faucet needs handle s/c: 254596 64: Hole in rear wall s/c: 254598 65: Patch wallpaper in rear wall s/c: 254598 68: Need baseboards s/c: 254600 Hole in the wall s/c: 254598 Mount Fire Extinguisher s/c: 254597 81: Patch wallpaper s/c: 254598 Boys Foyer: Need baseboards s/c: 254600 Need repaired (wall) s/c: 254598 Need display light secured s/c: 254599 Boys Team Rm: Hole in the wall s/c: 254598 Corner tiles broken in showers s/c: 254604 Bad lights ballast lens s/c: 254599 Need Fire Extinguisher box s/c: 254597 Gym: Baseboards loose s/c: 254600 Missing tile by score board s/c: 254602 Exit lights not working on Northside & light cover is loose s/c: 254599 Higher Ed Center: Tile coming up in comp lab rear of room s/c: 254602 Missing Electrical cover box front desk above desk s/c: 254599 Kitchen: Missing tile floor s/c: 254602 Missing Electrical cover over custodian rm; Stove lights out s/c: 254599
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[]	[X]	[]	139: Hole in wall s/c: 254598 Need light cover s/c: 254599 Mount Fire Extinguisher s/c: 254597 140: Missing Electrical cover and light cover lens s/c: 254599 Mount Fire Extinguisher s/c: 254597 141: Missing cover for phone jack s/c: 254603 142: Missing light cover lens s/c: 254599 Mount phone cable to wall s/c: 254254603 143: Need phone jack cover right front of room and left side of room s/c: 254603 145: Patch wallpaper s/c: 254598 Light cover broken front of room left side s/c: 254599 208: Check light-Dim one light s/c: 254599 60: 2 loose wires hanging from ceiling s/c: 254599 613: Exit light out front of room s/c: 254599 618: Missing Electrical outlet covers, Need light bulb replaced s/c: 254599 62: Missing phone jack cover in back of room s/c: 254603 66: Phone jack needs cover rear of room s/c: 254603 Boys Foyer: Need baseboards s/c: 254600 Need repaired (wall) s/c: 254598 Need display light secured s/c: 254599 Boys Team Rm: Hole in the wall s/c: 254598 Corner tiles broken in showers s/c: 254604 Bad lights ballast lens s/c: 254599 Need Fire Extinguisher box s/c: 254597 Faculty Lounge by 147: Light cover lens missing s/c: 254599 Phone wires hanging loose on left side s/c: 254603 Mount Fire Extinguisher s/c: 254597 Girls Locker & Coaches Office: Needs lights replaced; Need exit bulbs sign s/c: 254599 Girls RR Northside of Quad: Light comes On and Off s/c: 254599 Gym: Baseboards loose s/c: 254600 Missing tile by score board s/c: 254602 Exit lights not working on Northside & light cover is loose s/c: 254599 Higher Ed Center: Tile coming up in comp lab rear of room s/c: 254602 Missing Electrical cover box front desk above desk s/c: 254599 Kitchen: Missing tile floor s/c: 254602 Missing Electrical cover over custodian rm; Stove lights out s/c: 254599 Rm 601: Missing light near clock (cover lens) s/c: 254599

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	408 Workroom: Drain behind rm 400 is plugged up (floor drain) s/c: 254596 413: Drawers will not lock under table s/c: 254601 Faucet needs handle s/c: 254596 Boys RR by 133: Middle sink faucet is loose s/c: 254596 Boys RR Northside of Quad: Hose leaking under middle sink s/c: 254596 Rm 400: Drain is draining slow in sink s/c: 254596
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	136: Mount Fire Extinguisher s/c: 254597 139: Hole in wall s/c: 254598 Need light cover s/c: 254599 Mount Fire Extinguisher s/c: 254597 140: Missing Electrical cover and light cover lens s/c: 254599 Mount Fire Extinguisher s/c: 254597 616: Mount Fire Extinguisher in office s/c: 254597 67: Mount Fire Extinguisher s/c: 254597 68: Need baseboards s/c: 254600 Hole in the wall s/c: 254598 Mount Fire Extinguisher s/c: 254597 Boys Team Rm: Hole in the wall s/c: 254598 Corner tiles broken in showers s/c: 254604 Bad lights ballast lens s/c: 254599 Need Fire Extinguisher box s/c: 254597 Faculty Lounge by 147: Light cover lens missing s/c: 254599 Phone wires hanging loose on left side s/c: 254603 Mount Fire Extinguisher s/c: 254597 Weight Rm 138: Mount Fire Extinguisher s/c: 254597
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	63: Front screw on door is tored s/c: 254601
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	24	28	31	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	26	28	27	43	45	44	54	56	55
Math	15	14	9	47	48	45	49	50	50
HSS	20	23	21	37	40	41	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	1
Similar Schools	6	5	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.5	26.2	38.3

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	31	
Male	32	
Female	30	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	30	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	32	
English Learners	7	
Students with Disabilities	16	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	2	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	3	-17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	19	5	-15
English Learners	17	-4	-14
Students with Disabilities	46	-13	-6

* "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.

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

Parents are encouraged to get involved in Saddleback High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Saddleback High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These opportunities include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Band, choir, and theatre performances
- Sports events
- Senior activities
- Student recognition assemblies
- Coffee with the Principal
- Annual Parent Partnership Conference
- Parent education workshops/conferences
- General Parent Meetings

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

- School Site Council (SSC)
- English Language Advisory Council (ELAC)

Parents seeking more information about becoming an active member in the school community may contact the Principal or the Community Liaison at (714) 569-6300.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Parent Portal
- Parent Link telephone calling system
- School website
- Facebook/Twitter
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Student/Parent Academic Nights

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	21.1	9.4	6.8
Expulsions Rate	0.2	0.4	0.3
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	No	

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	420

* 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.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
English	28.3	25	24	25	28	34	24	28	32	39	26	22
Math	29.6	28	26	18	16	20	27	35	22	41	26	28
Science	30.4	27	31	6	12	5	18	34	19	24	11	26
SS	29.1	28	30	11	9	13	11	30	4	22	17	35

* 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.

* Blanks indicate unreported data

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,787	\$2,585	\$5,202	\$76,335
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			26.0	-2.5
Percent Difference: School Site/ State			10.9	7.9

Types of Services Funded at Saddleback High School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Education
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Saddleback High School

Professional Development Summary School Year 2013-2014

Focus areas for staff development were selected according to the three areas of critical need identified for the WASC accreditation.

Critical Need Area 1: English Learner Attainment of Academic Proficiency

Question: How can we help the long-term English Learner attain academic proficiency?

Critical Area 2: Higher Level Mathematics Achievement

Question: How can we help raise student achievement in higher-level math?

Critical Need Area 3: Student Support to Attain Academic Proficiency

Question: How can we help students attain academic proficiency as reflected in performance, grades, and assessments?

Certificated staff voted for the implementation of twenty-five Modified Wednesdays for the purpose of staff collaboration and department meetings. Professional development and teacher support was delivered through collaboration activities, department meetings, teacher release days, after-school trainings, and conference attendance.

Pearson SIOP Training

SIOP Model is an approach for integrating language development with content teaching and provides teachers with guidance for planning and delivering effective lessons. Specific strategies such as Framed Outlines and Modeling Thinking Aloud were introduced.

Student Motivation

Teaching staff addressed the area of student motivation by developing the schoolwide goal of motivating students to learn on a daily basis. Student motivation is connected to developing positive teacher-student relationships. There are six components to teacher-student relationships: connecting lessons to student interests, using challenging materials, providing student choice, helping students feel competent, giving feedback on student effort, and interacting with every student.

Areas of Focus Include:

- Introduce Common Core through Study Topics, Unit and Lesson Planning
- Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity.
- Professional Development Topics
- California Standards for the Teaching Professions (CSTP)
- Expected Schoolwide Learning Results (ESLRs)
- Oracle Learning Management (OLM)
- Technology
- Illuminate Reports
- Gifted and Talented Education Program (GATE)
- Special Education
- Department Benchmark Analysis
- Positive Behavioral Interventions and Supports (PBIS)
- District Counselor Initiative
- Common Core State Standards (CCSS)

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	28	36	40	24
All Students at the School	68	20	12	52	34	14
Male	73	17	10	53	33	14
Female	63	23	14	52	34	14
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	69	19	11	54	33	13
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	68	20	12	52	34	14
English Learners	96	3	1	80	19	2
Students with Disabilities	96	4		91	4	5
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Saddleback High School	2011-12	2012-13	2013-14
English-Language Arts	32	29	32
Mathematics	39	40	48
Santa Ana Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	52	45
Mathematics	58	57	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	84.60	89.88	84.56
Black or African American	N/A	95.65	75.90
American Indian or Alaska Native	N/A	80.00	77.82
Asian	100.00	96.15	92.94
Filipino	50.00	88.24	92.20
Hispanic or Latino	84.47	89.17	80.83
Native Hawaiian/Pacific Islander	N/A	66.67	84.06
White	66.67	98.89	90.15
Two or More Races	75.00	96.15	89.03
Socioeconomically Disadvantaged	88.61	90.71	82.58
English Learners	63.58	67.09	53.68
Students with Disabilities	65.15	68.72	60.31

Dropout Rate and Graduation Rate			
Saddleback High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	19.4	10.9	11.0
Graduation Rate	76.30	82.92	82.52
Santa Ana Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	1	♦
Science	2	♦
Social Science	8	♦
All courses	18	0.5

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	64.46
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	24.18

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1055
% of pupils completing a CTE program and earning a high school diploma	89.30
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	82

Career Technical Education Programs

Today's cutting-edge, rigorous and relevant Career Technical Education (CTE) courses prepare high school students to be both college and career ready. To meet this goal, students now have the opportunity to take an integrated sequence of CTE courses called a Program of Study that is focused on a specific career pathway over three or four years. We have continued to expand our CTE courses to include a wide range of high-wage, high-skill, high-demand careers in the areas of science, technology, engineering and math (STEM) pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District. The goals of the CTE program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career and technical education programs, the integration and sequencing of courses, and, most importantly, serving special populations.

CTE Programs of Study combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, we offer many work-based learning opportunities to students to apply theories and skills learned in the classroom to an actual job situation, further solidifying a real-world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

Prepared by Don Isbell, CTE Director
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