



Saddleback High School

2802 South Flower Street • Santa Ana, CA 92707-3935 • (714) 569-6300 • Grades
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2017-18 School Accountability Report Card Published During the 2018-19 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 strives for excellence in meeting the needs of all students by designing unique learning experiences to generate excitement and growth for inquiry, as well as a celebrations of individual differences and perspectives by providing a safe and inclusive environment which encourages open-mindedness.

School Mission

Saddleback High School students will develop effective communication, collaboration and critical thinking skills, along with research techniques, and self-management strategies to become more balanced and reflective individuals. Additionally, we will work together to deliver rigorous instructions an personalized support to provide a successful transition to higher education and beyond, while promoting lifelong learning. The Saddleback staff and community will strive to create an awareness, understanding, and respect of individual and civic responsibilities, both locally and globally, in a multicultural, rapidly changing society.

District Profile Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% 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, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District’s staff members, parent, 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.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	40
Grade 8	35
Grade 9	375
Grade 10	402
Grade 11	430
Grade 12	344
Total Enrollment	1,626

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.1
Asian	2.5
Filipino	0.6
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0.2
White	1.5
Socioeconomically Disadvantaged	86.7
English Learners	21.2
Students with Disabilities	13.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Saddleback High School	16-17	17-18	18-19
With Full Credential	74	74	72
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1986
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School

Saddleback High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 9, 2018, 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. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 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 including those 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	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	6-8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2003	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8
Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	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
2003	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>	12

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)

Saddleback High 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/2018

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	35.0	31.0	32.0	48.0	50.0
Math	15.0	22.0	25.0	26.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.6	24.3	48.6
9	26.6	18.4	22.1

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	436	434	99.54	35.25
Male	202	200	99.01	28.50
Female	234	234	100.00	41.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	406	405	99.75	33.83
White	11	10	90.91	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	358	99.44	34.36
English Learners	138	137	99.28	13.14
Students with Disabilities	27	26	96.30	7.69
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	437	433	99.08	21.71
Male	202	199	98.51	18.59
Female	235	234	99.57	24.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	407	404	99.26	19.8
White	11	10	90.91	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	361	357	98.89	21.01
English Learners	139	137	98.56	10.22
Students with Disabilities	28	26	92.86	7.69
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, library and/or media center on special days. Parents are always invited to help chaperon 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 theater performances
- Sports events
- Senior activities
- Student recognition assemblies
- 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 School 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 & Family 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
- Blackboard Automated Phone Messaging System
- School website
- Facebook/Twitter
- Public Service Channel 31 or 51
- Flyers
- Letters
- School Marquee/Banners
- Student/Parent Academic Conferences

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school’s most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.3	6.5	7.7
Expulsions Rate	0.1	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.1	3.1
Expulsions Rate	0.1	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

Average Number of Students per Staff Member

Academic Counselor	372
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* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	24.0	23.0	37	27	32	27	28	19	19	20	23
Mathematics	25.0	25.0	22.0	20	27	35	26	15	26	23	30	17
Science	26.0	25.0	25.0	13	13	15	25	33	27	13	4	9
Social Science	24.0	25.0	24.0	19	23	23	19	14	12	21	24	28

* 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.

Professional Development provided for Teachers

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
- Critical Area 2: Higher Level Mathematics Achievement
- Critical Need Area 3: Student Support to Attain Academic Proficiency

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.

Areas of Focus Include:

- Introduce Common Core through Study Topics, Unit and Lesson Planning
- Measures of Academic Progress (MAP)
- Academic Language: Big Ideas, Essential Questions, Close Reading, Content and Language Objectives, and Text Complexity.
- Professional Development Topics
- New Math and English Curriculum Training (CPM & StudySync)
- New Generation Science Standards Training
- California Standards for the Teaching Professions (CSTP)
- Expected School wide 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
- The New State Standards, Common Core (CCSS)
- International Baccalaureate (IB)

New teachers are supported by peer coaching, site and district level professional development through the TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org.

To support veteran teachers, as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

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 OCDE, department supervisors, and district representatives.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (ES)	\$129,866	\$123,495
Average Principal Salary (MS)	\$131,985	\$129,482
Average Principal Salary (HS)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	4.0	5.0

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

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB:Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8807	1860	6948	87750
District	◆	◆	\$6,836	\$91,640
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			1.6	-4.3
Percent Difference: School Site/ State			-2.5	8.3

* Cells with ◆ do not require data.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Saddleback High School	2014-15	2015-16	2016-17
Dropout Rate	4.0	3.6	2.4
Graduation Rate	90.0	91.5	93.5
Santa Ana Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.2	4.3	4.3
Graduation Rate	88.9	91.6	91.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	663
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	5	♦
Fine and Performing Arts	1	♦
Foreign Language	7	♦
Mathematics	2	♦
Science	2	♦
Social Science	7	♦
All courses	24	25.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	91.2	92.7	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	99.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	90.8	92.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	97.5	92.1
Two or More Races	100.0	97.1	91.2
Socioeconomically Disadvantaged	91.5	92.1	88.6
English Learners	54.0	64.9	56.7
Students with Disabilities	69.8	78.4	67.1
Foster Youth	75.0	84.6	74.1

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on an industry-specific program of study over a two to four-year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana 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 all students to be both college and career ready, we have updated almost all courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience.

DataQuest

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

Internet Access

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