

Saddleback High

2022 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

| | |
|--|---|
| School Name | Saddleback High |
| Street | 2802 South Flower Street |
| City, State, Zip | Santa Ana, CA 92707-3935 |
| Phone Number | (714) 569-6300 |
| Principal | Edward Bustamante |
| Email Address | edward.bustamante@sausd.us |
| School Website | https://www.sausd.us/saddleback |
| County-District-School (CDS) Code | 30-66670-3035821 |

2022-23 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Santa Ana Unified School District |
| Phone Number | 714-558-5501 |
| Superintendent | Jerry Almendarez |
| Email Address | jerry.almendarez@sausd.us |
| District Website Address | www.sausd.us |

2022-23 School Overview

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.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 31 |
| Grade 8 | 34 |
| Grade 9 | 377 |
| Grade 10 | 384 |
| Grade 11 | 381 |
| Grade 12 | 418 |
| Total Enrollment | 1,625 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.0 |
| Male | 52.0 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1.8 |
| Black or African American | 0.4 |
| Filipino | 0.4 |
| Hispanic or Latino | 95.5 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 0.3 |
| White | 1.2 |
| English Learners | 27.3 |
| Foster Youth | 0.5 |
| Homeless | 16.1 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 73.6 |
| Students with Disabilities | 22.2 |

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 53.30 | 73.27 | 1683.40 | 86.66 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.70 | 1.03 | 7.30 | 0.38 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.40 | 4.76 | 56.10 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 1.03 | 17.70 | 0.91 | 12115.80 | 4.41 |
| Unknown | 14.40 | 19.90 | 177.80 | 9.16 | 18854.30 | 6.86 |
| Total Teaching Positions | 72.80 | 100.00 | 1942.60 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 3.40 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 3.40 | |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.70 | |
| Total Out-of-Field Teachers | 0.70 | |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.70 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.90 | |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All 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 September 27, 2022, 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. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 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 and month in which the data were collected | September 27, 2022 |
|--|--------------------|

| Year Adopted | Intermediate School Textbook Publisher | Grades |
|--------------------|--|--------|
| Mathematics | | |
| 2017 | CPM, <i>Core Connections</i> | 6-8 |

Language Arts

| | | |
|------|-------------------------------|-----|
| 2018 | McGraw Hill, <i>StudySync</i> | 6-8 |
| 2017 | Pearson, <i>ILit ELL</i> | 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

| | | |
|------|--|---|
| 2020 | McGraw Hill, <i>World History and Geography: Ancient Civilizations</i> | 6 |
| 2020 | McGraw Hill, <i>World History and Geography: Medieval & Early Modern Times</i> | 7 |
| 2020 | First Choice Educational Publishing, <i>E Pluribus Unum</i> | 8 |

| Year Adopted | High School Textbook Publisher | Grades |
|---------------------|---------------------------------------|---------------|
|---------------------|---------------------------------------|---------------|

Mathematics

| | | |
|------|--|------|
| 2017 | CPM, <i>Core Connections</i> | 9-12 |
| 2018 | Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i> | 9-12 |
| 2018 | Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</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 |
| 2018 | CPM, <i>Statistics</i> | 9-12 |
| 2017 | CPM, <i>Precalculus</i> | 9-12 |

Language Arts

| | | |
|------|---|------|
| 2018 | McGraw Hill, <i>StudySync</i> | 9-12 |
| 2017 | Pearson, <i>ILit ELL</i> | 9-12 |
| 2022 | Bedford Freeman Worth, <i>Ideas in Argument</i> | 11 |

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 |
| 2016 | National Geographic Learning, <i>Environmental Science: Sustaining Your World</i> | 9-12 |
| 2018 | McGraw Hill, <i>Environmental Science: A Global Concern</i> | 9-12 |
| 2015 | National Geographic Learning, <i>Oceanography</i> | 9-12 |
| 2010 | W.H. Freeman & Co, <i>Principles of Life</i> | 9-12 |
| 2010 | Pearson, <i>Chemistry: The Central Science</i> | 9-12 |
| 2001 | Pearson, <i>College Physics</i> | 9-12 |

| | | |
|-----------------------|---|------|
| 2022 | Pearson, <i>Forensic Science: An Introduction</i> | 9-12 |
| Social Science | | |
| 2020 | Pearson, <i>World Geography</i> | 9-12 |
| 2020 | HMH, <i>Psychology</i> | 9-12 |
| 2020 | HMH, <i>Sociology</i> | 9-12 |
| 2006 | Oxford University, <i>Mexican American Studies – The course of Mexican History</i> | 9-12 |
| 2017 | Wadsworth, <i>Voyages in World History</i> | 9-12 |
| 2017 | Prentice Hall, <i>Cultural Landscape</i> | 9-12 |
| 2017 | Cengage, <i>Western Civilization Since 1300</i> | 9-12 |
| 2020 | McGraw Hill, <i>World History, Culture and Geography: The Modern World</i> | 10 |
| 2017 | Glencoe, <i>American History: Connecting with the Past</i> | 11 |
| 2020 | McGraw Hill, <i>United States History and Geography: Continuity & Change</i> | 11 |
| 2020 | Pearson, <i>Magruder's American Government</i> | 12 |
| 2020 | Pearson, <i>Economics</i> | 12 |
| 2022 | Bedford Freeman Worth, <i>Presidential Election Update American Government: Stories of a Nation</i> | 12 |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

7/10/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| 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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 42 | N/A | 31 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 20 | N/A | 19 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 423 | 410 | 96.93 | 3.07 | 41.95 |
| Female | 209 | 200 | 95.69 | 4.31 | 47.50 |
| Male | 214 | 210 | 98.13 | 1.87 | 36.67 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 58.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 399 | 388 | 97.24 | 2.76 | 41.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 96 | 93 | 96.88 | 3.12 | 4.30 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 71 | 68 | 95.77 | 4.23 | 33.82 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 320 | 310 | 96.88 | 3.12 | 41.29 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 62 | 59 | 95.16 | 4.84 | 8.47 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 423 | 409 | 96.69 | 3.31 | 19.56 |
| Female | 209 | 200 | 95.69 | 4.31 | 18.50 |
| Male | 214 | 209 | 97.66 | 2.34 | 20.57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 41.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 399 | 387 | 96.99 | 3.01 | 18.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 96 | 92 | 95.83 | 4.17 | 2.17 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 71 | 68 | 95.77 | 4.23 | 11.76 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 320 | 309 | 96.56 | 3.44 | 18.77 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 62 | 58 | 93.55 | 6.45 | 8.62 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 11.33 | 14.41 | 16.34 | 15.3 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 719 | 704 | 97.91 | 2.09 | 14.41 |
| Female | 367 | 356 | 97 | 3 | 12.11 |
| Male | 352 | 348 | 98.86 | 1.14 | 16.76 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100 | 0 | 52.94 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 682 | 669 | 98.09 | 1.91 | 12.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 175 | 170 | 97.14 | 2.86 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 123 | 120 | 97.56 | 2.44 | 13.33 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 553 | 541 | 97.83 | 2.17 | 13.75 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 104 | 99 | 95.19 | 4.81 | 3.06 |

2021-22 Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students for college and career readiness. Students participate in courses within the regular instructional day, during after-school expanded learning programs, and through virtual learning programs. CTE classes are vertically aligned from TK-12 starting with career awareness in TK-5th grades, career exploration in 6th-8th grades, while culminating with work-based learning experiences in high school.

Students complete an integrated CTE sequence of courses referred to as a career pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM). CTE regional, county, and state competitions help students build industry skills and leadership skills through participation in career technical student organizations (CTSO). SAUSD CTE continues to focus on expanding relevant industry recommended certifications and with providing students work-based learning opportunities at partner businesses within our community through internships, field trips, and guest speakers.

SAUSD CTE courses combine real-world relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet "A-G" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 453 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 26.5 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.72 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 30.95 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Grade 9 | 96.3 | 96.3 | 96.3 | 96.3 | 96.3 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 also 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 theater performances
- Sports events
- Senior activities
- Student recognition assemblies
- Monthly Family and Community Engagement (FACE) Coffee Chats
- 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 High School's School Plan for Student Achievement:

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

Parents seeking more information about becoming active members of the school community may contact the Principal or the FACE Liaison at (714) 569-6300.

2022-23 Opportunities for Parental Involvement

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 Square Messaging System
- Email
- School website
- Facebook/Twitter/Instagram
- Public Service Channel 31 or 51
- Flyers
- Letters
- School Marquee/Banners
- Student/Parent Academic Conferences

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 1 | 0.6 | | 2.6 | 3.7 | | 8.9 | 7.8 |
| Graduation Rate | | 93.8 | 97 | | 91.4 | 92.4 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 332 | 322 | 97.0 |
| Female | 175 | 172 | 98.3 |
| Male | 157 | 150 | 95.5 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 316 | 309 | 97.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 87 | 84 | 96.6 |
| Foster Youth | -- | -- | -- |
| Homeless | 60 | 58 | 96.7 |
| Socioeconomically Disadvantaged | 307 | 299 | 97.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 57 | 48 | 84.2 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1724 | 1688 | 501 | 29.7 |
| Female | 834 | 814 | 262 | 32.2 |
| Male | 889 | 873 | 239 | 27.4 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 33 | 33 | 3 | 9.1 |
| Black or African American | 6 | 6 | 3 | 50.0 |
| Filipino | 6 | 6 | 2 | 33.3 |
| Hispanic or Latino | 1646 | 1612 | 480 | 29.8 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 6 | 5 | 3 | 60.0 |
| White | 21 | 21 | 10 | 47.6 |
| English Learners | 497 | 480 | 164 | 34.2 |
| Foster Youth | 16 | 16 | 7 | 43.8 |
| Homeless | 313 | 302 | 104 | 34.4 |
| Socioeconomically Disadvantaged | 1365 | 1339 | 417 | 31.1 |
| Students Receiving Migrant Education Services | 5 | 5 | 2 | 40.0 |
| Students with Disabilities | 375 | 371 | 139 | 37.5 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 4.13 | 2.24 | 2.45 |
| Expulsions | 0.06 | 0.04 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.06 | 3.83 | 0.02 | 3.55 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.83 | 0.00 |
| Female | 2.64 | 0.00 |
| Male | 4.95 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.89 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 4.76 | 0.00 |
| English Learners | 6.84 | 0.00 |
| Foster Youth | 18.75 | 0.00 |
| Homeless | 3.83 | 0.00 |
| Socioeconomically Disadvantaged | 4.47 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.40 | 0.00 |

2022-23 School Safety Plan

Safety Plan Approval Date: 2/1/2022

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 CSSP is managed by the District via Doc-Tracking. 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 also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19 | 44 | 24 | 14 |
| Mathematics | 20 | 38 | 29 | 10 |
| Science | 23 | 22 | 21 | 3 |
| Social Science | 20 | 36 | 22 | 15 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 44 | 15 | 18 |
| Mathematics | 19 | 43 | 14 | 16 |
| Science | 19 | 31 | 21 | 3 |
| Social Science | 24 | 29 | 5 | 25 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 15 | 66 | 31 | 9 |
| Mathematics | 17 | 54 | 22 | 14 |
| Science | 15 | 46 | 22 | 2 |
| Social Science | 18 | 48 | 12 | 20 |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 270.83 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 18.5 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,034.19 | \$2,348.91 | \$7,685.28 | \$94,472.78 |
| District | N/A | N/A | \$7,279 | \$99,342 |
| Percent Difference - School Site and District | N/A | N/A | 5.4 | -2.5 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -9.4 | 10.9 |

2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$60,304 | \$51,081 |
| Mid-Range Teacher Salary | \$90,222 | \$77,514 |
| Highest Teacher Salary | \$116,846 | \$105,764 |
| Average Principal Salary (Elementary) | \$147,227 | \$133,421 |
| Average Principal Salary (Middle) | \$140,656 | \$138,594 |
| Average Principal Salary (High) | \$163,083 | \$153,392 |
| Superintendent Salary | \$350,000 | \$298,377 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 17.7 |
|-----------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 6 |
| Fine and Performing Arts | 1 |
| Foreign Language | 7 |
| Mathematics | 2 |
| Science | 2 |
| Social Science | 9 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 27 |

Professional Development

Along with our Western Association of Schools and Colleges (WASC) focus, our teachers have trained each year with specific subject areas as well as principles of our International Baccalaureate Programme (IB). Additional professional development is offered in the areas of English Language Development instruction and AVID WICOR strategies.

Focus areas for staff development were selected according to the three areas of critical need identified for WASC accreditation. During the school year staff meet in groups to gather evidence to support our growth in the specific areas:

- Critical Need Area 1: English Learner Attainment of Academic Proficiency
- Critical Need Area 2: Higher Level Mathematics Achievement
- Critical Need Area 3: Student Support to Attain Academic Proficiency

Our staff is trained in the graduate profile components to develop students who strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

The IB Diploma Programme is an academically challenging and balanced program of education, with final examinations that prepare students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The program has gained recognition and respect from the world's leading universities. Our first class of students graduated with a seal of the International Baccalaureate Programme in 2018-19.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20 | 26 | 23 |