

# Saddleback High

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 celebration 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 curriculum and 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	40
Grade 8	33
Grade 9	389
Grade 10	403
Grade 11	366
Grade 12	366
Total Enrollment	1,597

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
Asian	2.1%
Black or African American	0.4%
Filipino	0.3%
Hispanic or Latino	95.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.2%
White	1.2%
English Learners	29.1%
Foster Youth	0.8%
Homeless	18.8%
Migrant	0.2%
Socioeconomically Disadvantaged	80.2%
Students with Disabilities	18%

## 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
<b>Total Teaching Positions</b>	<b>72.80</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	57.10	70.17	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	1.84	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.80	8.39	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.65	23.50	1.15	11953.10	4.28
Unknown	13.80	16.93	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>81.50</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	3.40	5.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.40</b>	<b>6.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.70	2.10
<b>Total Out-of-Field Teachers</b>	<b>0.70</b>	<b>2.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.7	6.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	1.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 26, 2023

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Core Connections</i>	6-8
<b>Language Arts</b>		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
<b>Science(s)</b>		
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
<b>Social Science</b>		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval &amp; Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	8
Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability &amp; Statistics</i>	9-12
2017	CPM, <i>Core Connections</i>	9-12
2017	CPM, <i>Precalculus</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
2018	CPM, <i>Statistics</i>	9-12
<b>Language Arts</b>		
2017	Pearson, <i>ILit ELL</i>	9-12
2018	McGraw Hill, <i>StudySync</i>	9-12
2022	Bedford Freeman Worth, <i>Ideas in Argument</i>	11
2023	Bedford Freeman Worth, <i>Literature and Composition</i>	12
<b>Science(s)</b>		
2001	Pearson, <i>College Physics</i>	9-12
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 &amp; Physiology</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</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
2015	National Geographic Learning, <i>Oceanography</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
2022	Pearson, <i>Forensic Science: An Introduction</i>	9-12

### Social Science

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	Pearson, <i>World Geography</i>	9-12
2020	HMH, <i>Psychology</i>	9-12
2020	HMH, <i>Sociology</i>	9-12
2020	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	10
2020	McGraw Hill, <i>United States History and Geography: Continuity &amp; Change</i>	11
2023	Norton, <i>Give Me Liberty!</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**

8/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

**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.



## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	36	31	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	15	19	20	33	34

## 2022-23 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	419	408	97.37	2.63	35.78
Female	214	209	97.66	2.34	41.63
Male	204	198	97.06	2.94	29.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	401	390	97.26	2.74	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	88	82	93.18	6.82	7.32
Foster Youth	--	--	--	--	--
Homeless	81	76	93.83	6.17	30.26
Military	32	32	100.00	0.00	25.00
Socioeconomically Disadvantaged	346	335	96.82	3.18	34.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	70	92.11	7.89	14.29

## 2022-23 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	424	411	96.93	3.07	14.84
Female	215	207	96.28	3.72	16.43
Male	208	203	97.60	2.40	12.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	406	393	96.80	3.20	14.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	86	94.51	5.49	0.00
Foster Youth	--	--	--	--	--
Homeless	81	74	91.36	8.64	10.81
Military	32	32	100.00	0.00	12.50
Socioeconomically Disadvantaged	350	338	96.57	3.43	15.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	70	90.91	9.09	4.29

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.41	15.02	15.30	16.00	29.47	30.29

## 2022-23 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	717	708	98.74	1.26	15.11
Female	356	351	98.60	1.40	13.68
Male	360	356	98.89	1.11	16.29
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	682	673	98.68	1.32	14.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	172	169	98.26	1.74	0.00
Foster Youth	--	--	--	--	--
Homeless	140	134	95.71	4.29	13.43
Military	62	62	100.00	0.00	12.90
Socioeconomically Disadvantaged	587	578	98.47	1.53	13.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	122	117	95.90	4.10	6.84

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	450
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.7
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.31
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.32

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92.0	95.0	95.0	94.2	95.2

## 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.

#### 2023-24 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 Wellness 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
- Annual Title I Meeting
- Student performances
- Fundraisers
- Band, choir, drama, dance, and Folklorico performances
- Sports events
- Senior activities
- Student recognition/awards ceremonies
- Monthly Family and Community Engagement (FACE) Coffee Chats
- Parent education workshops/conferences
- Parent Reading Club
- 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)

## 2023-24 Opportunities for Parental Involvement

Parents seeking more information about becoming active members of the school community may contact the Principal or the FACE 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 Square Messaging System
- Email
- School website
- Facebook/Twitter/Instagram
- Public Service Channel 31 or 51
- Flyers
- Letters
- School Marquee/Banners
- Student/Parent Academic Conferences
- Tutorial Schedule for the Year
- Important Dates Flyer

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.1	0.6	1.1	4.7	3.7	8.4	9.4	7.8	8.2
Graduation Rate	93	97	95.5	88.4	92.4	89.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	352	336	95.5
Female	170	165	97.1
Male	182	171	94.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	332	318	95.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	105	97	92.4
Foster Youth	--	--	--
Homeless	80	76	95.0
Socioeconomically Disadvantaged	318	304	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	46	79.3



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1648	1628	362	22.2
Female	779	774	185	23.9
Male	868	853	177	20.8
American Indian or Alaska Native	0	0	0	0.0
Asian	33	33	5	15.2
Black or African American	9	9	1	11.1
Filipino	6	5	0	0.0
Hispanic or Latino	1570	1552	348	22.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	3	3	1	33.3
White	20	19	4	21.1
English Learners	486	474	122	25.7
Foster Youth	16	16	7	43.8
Homeless	316	313	85	27.2
Socioeconomically Disadvantaged	1347	1335	300	22.5
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	301	299	95	31.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.06	3.83	6.31	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.06	0.00	0.03	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.31	0.06
Female	3.08	0.13
Male	9.22	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.43	0.06
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5	0
English Learners	9.26	0
Foster Youth	12.5	0
Homeless	7.59	0
Socioeconomically Disadvantaged	6.46	0.07
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.63	0

## 2023-24 School Safety Plan

Safety Plan Approval Date: Mar. 9, 2023

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).

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	59	25	13
Mathematics	18	56	14	19
Science	17	45	28	0
Social Science	19	51	11	22

## 2022-23 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	266.17

## 2022-23 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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$11,103	\$2,702	\$8,401	\$99,955
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-11.3	-5.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	15.3	10.1

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$63,168	\$55,550
Mid-Range Teacher Salary	\$94,508	\$80,703
Highest Teacher Salary	\$122,396	\$109,418
Average Principal Salary (Elementary)	\$155,452	\$137,703
Average Principal Salary (Middle)	\$152,508	\$143,760
Average Principal Salary (High)	\$167,818	\$159,021
Superintendent Salary	\$350,000	\$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.8
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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	5
Fine and Performing Arts	1
Foreign Language	5
Mathematics	2
Science	4
Social Science	10
<b>Total AP Courses Offered</b> 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	26	23	22