



# Saddleback High School

2802 South Flower St. • Santa Ana, CA 92707-3935 • (714) 569-6300 • Grades 7-12

Bustamante, Edward, Principal  
edward.bustamante@sausd.us  
www.sausd.us/saddleback

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
www.sausd.us

#### District Governing Board

John Palacio – Board President  
Valeria Amezcua – Vice President  
Cecilia “Ceci” Iglesias – Clerk  
Alfonso Alvarez, Ed.D.– Member  
Rigo Rodriguez, Ph.D. – Member

#### District Administration

Stefanie P. Phillips, Ed.D.  
**Superintendent**  
David Haglund, Ed.D.  
**Deputy Superintendent, Educational Services/CAO**  
Edmond Heatley, Ed.D.  
**Deputy Superintendent, Administrative Services**  
Mark A. McKinney  
**Associate Superintendent, Human Resources**  
Tina Douglas  
**Assistant Superintendent, Business Services**  
Alfonso Jimenez, Ed.D.  
**Assistant Superintendent, K-12 Teaching and Learning**  
Doreen Lohnes  
**Assistant Superintendent, Support Services**  
Lucinda Pueblos  
**Assistant Superintendent, K-12 Teaching and Learning**  
Orin Williams  
**Assistant Superintendent, Facilities/Governmental Relations**  
Deidra Powell  
**Chief Communications Officer**



### School Description

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

### School Vision

Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society.

### School Mission

Saddleback High School strives for excellence in meeting the needs of all students. School programs are designed to stimulate and generate excitement for learning, enhancement of self-esteem, and celebration of individual uniqueness. Students develop appropriate social skills, problem solving techniques, decision-making strategies, and career preparation skills, as well as basic skills and technological expertise to promote life-long learning. Saddleback High School creates an awareness and understanding of individual and civic responsibilities in the multi-ethnic society.

### District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

## District Mission

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

## District Vision

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

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	476
Grade 10	416
Grade 11	356
Grade 12	379
<b>Total Enrollment</b>	<b>1,627</b>

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	2.5
Filipino	0.6
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.1
White	1.7
Two or More Races	0.2
Socioeconomically Disadvantaged	96.1
English Learners	23.8
Students with Disabilities	14.4
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials

Saddleback High School	14-15	15-16	16-17
<b>With Full Credential</b>	72	87	74
<b>Without Full Credential</b>	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Santa Ana Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	2140
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School

Saddleback High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.3	0.7
<b>High-Poverty Schools</b>	99.2	0.8
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 11, 2016, 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. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 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.

### Textbooks and Instructional Materials Year and month in which data were collected: October 11, 2016

Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability &amp; Statistics</i>	9-12
<b>Language Arts</b>		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2003	Holt, Rinehart, Winston <i>Literature &amp; Language Arts</i>	9-12
<b>Science(s)</b>		
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
2007	Holt-McDougal, <i>Physics Honor – Algebra/Trig</i>	12
<b>Social Science</b>		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

### School Facility Conditions and Planned Improvements (Most Recent Year)

Saddleback High School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations.

The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/30/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			RM 409: Broken floor tile w/o: 263431 KITCHEN: Missing floor tile w/o: 263431
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			TEACHERS LOUNGE: Loose toilet w/o: 263433 RM 600: Leaking faucet w/o: 263433
<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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	30	28	29	44	40	41	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.6	25.9	28.9

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	27	36	27	31	44	48
Math	10	21	22	25	34	36

\* 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.

### 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	404	390	96.5	28.7
Male	211	205	97.2	32.7
Female	193	185	95.9	24.3
Asian	21	21	100.0	47.6
Hispanic or Latino	368	357	97.0	26.3
Socioeconomically Disadvantaged	382	370	96.9	28.9
English Learners	116	112	96.6	17.9
Students with Disabilities	67	63	94.0	38.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	339	333	98.2	35.6
Male	11	169	169	100.0	37.1

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	170	164	96.5	34.0
Hispanic or Latino	11	324	318	98.2	34.9
Socioeconomically Disadvantaged	11	318	313	98.4	34.2
English Learners	11	62	59	95.2	3.5
Students with Disabilities	11	49	49	100.0	8.5

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	339	331	97.6	21.0
Male	11	169	167	98.8	21.6
Female	11	170	164	96.5	20.4
Hispanic or Latino	11	324	317	97.8	20.9
Socioeconomically Disadvantaged	11	318	312	98.1	21.0
English Learners	11	62	58	93.5	3.5
Students with Disabilities	11	49	48	98.0	2.1

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 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Open House</li> <li>• Student performances</li> <li>• Fundraisers</li> <li>• Band, choir, and theater performances</li> <li>• Sports events</li> </ul> | <ul style="list-style-type: none"> <li>• Senior activities</li> <li>• Student recognition assemblies</li> <li>• Coffee with the Principal</li> <li>• Annual Parent Partnership Conference</li> <li>• Parent education workshops/conferences</li> <li>• General Parent Meetings</li> </ul> |
|---|---|

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

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

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

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

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

#### State Priority: School Climate

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

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

#### School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.8	5.4	5.3
Expulsions Rate	0.3	0.2	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	420

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	20	20	34	56	56	32	24	24	22	26	26
Mathematics	26	20	20	20	42	42	22	32	32	28	14	14
Science	31	26	26	5	19	19	19	18	18	26	11	11
Social Science	30	24	24	13	26	26	4	12	12	35	28	28

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

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

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

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

Areas of Focus Include:

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

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,856	\$1,424	\$6,432	\$83,922
District	♦	♦	\$3,423.06	\$82,966
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			87.9	1.2
Percent Difference: School Site/ State			13.3	10.7

\* Cells with ♦ do not require data.



## Types of Services Funded

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

- After School Education and Safety (Local Scholars Program)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Irvine Mathematics Project – UCI
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Saddleback High School	2011-12	2013-14	2014-15
Dropout Rate	11.00	6.20	4.00
Graduation Rate	82.52	88.41	89.98
Santa Ana Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.60	8.20	6.20
Graduation Rate	85.93	87.37	88.88
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	1	♦
Science	2	♦
Social Science	9	♦
All courses	21	.6

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1052
% of pupils completing a CTE program and earning a high school diploma	91.57
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	87	90	86
Black or African American	0	81	78
American Indian or Alaska Native	0	100	78
Asian	100	97	93
Filipino	100	95	93
Hispanic or Latino	86	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	99	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	65	74	66
English Learners	30	35	54
Students with Disabilities	64	67	78

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	30.4

\* Where there are student course enrollments.

## **Career Technical Education Programs**

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

CTE Pathways in Santa Ana combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare all students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience. SAUSD continued to provide students to participate as interns in an exclusive internship opportunity at the prestigious JPL Laboratory in Pasadena. SAUSD was honored for the second year to have the only high school students who participated in this incredible opportunity.

Prepared by Don Isbell, CTE Director  
October 31, 2016

### **Saddleback**

Art of Animation I (UC) + S C  
Art of Digital Photography (UC) + S C  
Art of Graphic Design (UC) + S C  
Biomed Human Body Systems (UC) S  
Human Body Systems (UC) S  
Medical Interventions (UC) S  
Principles of Biomedical Science (UC) S  
Tech Certification for Business + S I

#### **Legend:**

(UC) UC a-g Approved Course  
+ Articulated Course  
S Sequenced Course  
i Internship Course  
C Industry Certification  
CTE Extended Learning (after school)

### **DataQuest**

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

### **Internet Access**

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