

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**

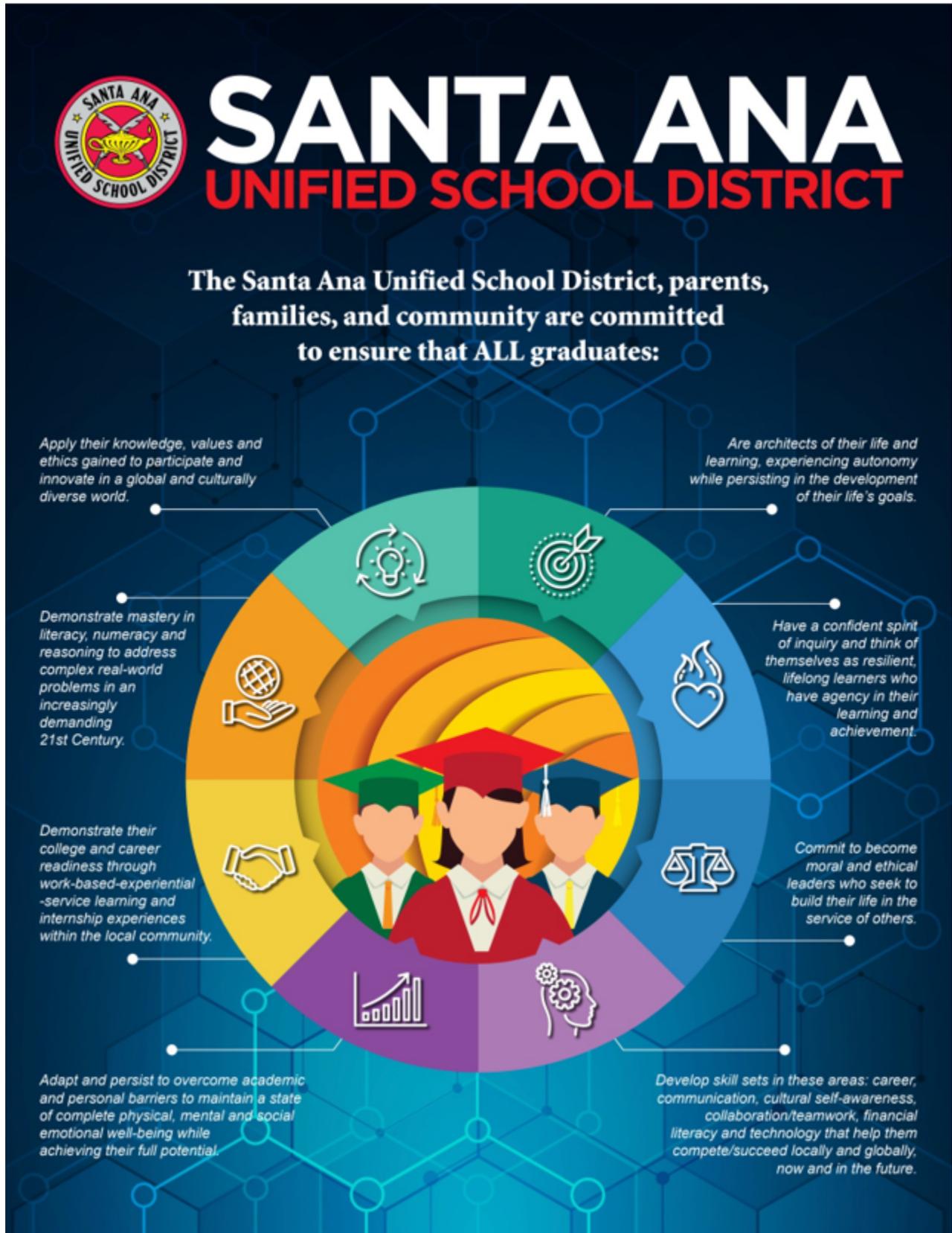


**Saddleback High**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Saddleback is dedicated to supporting, maintaining, and improving a community that fosters student engagement, safety, and academic rigor. All students, staff, and parents uphold a positive school climate environment that enables our students to perform at their peak and become resilient and well-adjusted individuals. Saddleback addresses the socio-emotional needs of our students to ensure all educational partners feel safe and are afforded every opportunity to learn and improve as individuals.

#### Strategy/Activity 1

Attendance and Engagement:

(Tier 1) Saddleback High School promotes a positive school climate with a focus on student engagement and a positive attendance rate. All stakeholders are trained on strategies to promote school engagement, daily regular attendance, and positive behavior both in and out of the campus. Saddleback High School's focus is on the school's vision, mission, and the ESLRs. This is done through school-wide early interventions such as PBIS, and awards such as SHS Honor Roll, Academic Letters, Athlete of the Month, Perfect Attendance, and Scholar-Athlete. These strategies will be monitored through administrator learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement. In addition, all students are encouraged to participate in engagement-building activities such as sports, clubs, leadership, and pep assemblies, as well as other on and off-campus activities. These activities include increased participation in International Baccalaureate World School Programme (IB), Advanced Placement (AP) classes, Project Lead the Way BioMedical Program, AVID classes, Visual and Performing Arts (VAPA), World Language classes, College Technical Education courses (CTE), and classes tailored towards student interests. A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance, and engagement in school. Ongoing staff development training to support English Learners, struggling students, and students with special needs are available for all staff to help better address their needs.

(Tier 2) Students that are at risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our Coordination of Services Team (COST) and appropriate interventions will be determined. In addition, our Local Scholar Program will provide supplemental support in all curricular areas. Core tutors provide opportunities for struggling students to work on homework, clarify material that was confusing during class, and build academic skills. Project Kinship Specialist will also conduct mediations, check-ins, and restorative circles as needed.

(Tier 3) Students demonstrating persistently chronic absenteeism negative behavior and engagement will be put on a Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students, and ensure student attendance and improvement in behavior. Included in this level are plans for attendance improvement; School Attendance and Review Team (SART), and School Attendance and Review Board (SARB). Plans to improve behavior include; Behavior Contracts and/or Behavior Improvement Plans (BIP) and plans for Mental Health Services. Students who are struggling are supported through parent and student contact by phone by teachers, counselors, and other support staff. Families that we are unable to reach by phone or email, are referred to our Outreach Consultant or Project Kinship Specialist to conduct home visits.

#### Budgeted Amount:

15,330.10

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#### Strategy/Activity 2

Positive Behavior and Support; Culture of Rigor

(Tier 1) Saddleback High School promotes a culture of rigor while providing positive behavior and support. Staff uses platforms to design and deliver lessons. Teachers continue to implement and receive as-needed training in Learning Management Systems such as Canvas and Google Classroom, as well as platforms such as YouTube, EdPuzzle, Nearpod, Screencastify, Flipgrid, Google Forms, Kahoots, IBtheoryofknowledge.net, AVIDweekly, Avid.org, Kuta Software, Delta Math, Grammarly, Quizizz, Padlet, Flipgrid,

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Peardeck, Read Theory, Conjugemos, Bookwidgets, EdPixto, Blookit, Remind 101, AP Classroom, and Quizlet, to create and deliver interactive, engaging, and collaborative lessons. Digital media allows for immediate student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. District-purchased educational platforms provide supplementary instructional components and at-home components that include video, virtual labs and simulations, and articles to enrich and enhance the core program. Teachers will connect students to real-world issues and community problems in a safe classroom environment. Online programs are used with student Chromebooks for data collection/labs. In addition, teachers are encouraged to participate in our Professional Learning Communities (PLCs) focusing on addressing the needs of our English Learners and special education students. Our PLC group meets once per month to improve instructional strategies based on student data. These strategies will be monitored through administrator walk-throughs and reinforced at staff meetings to ensure schoolwide practices support a culture of rigor, positive behavior, and support. Ongoing staff development training to support English Learners, struggling students, and students with special needs in this area will be available through Ellevation.

(Tier 2) Students that are at risk of becoming disengaged in school will be supported through COST and appropriate interventions will be determined. Teachers are able to support these students through the use of digital platforms that increase the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning. Teachers can audio chat, send a message to assist a student, chat with an individual or group of students, and answer questions quickly, all of which can help assist students who are at risk of not meeting academic performance standards. Educational partners will be invited to get trained on technology-based strategies for helping struggling students. Tutors provide additional support and opportunities for at-risk students to work on homework, clarify material that was confusing during class, and build academic skills after school hours. Project Kinship Specialist will conduct mediations, check-ins, and restorative circles as needed.

(Tier 3) Students consistently demonstrating low academic achievement will be put on a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Behavior Intervention Plans (or BIP) will be written and implemented by teachers to reward and promote positive student behavior. Students demonstrating negative behaviors will be supported through parent and student contact by phone by teachers, counselors, and other support staff. Families that we are unable to reach by phone or email, are referred to our Outreach Consultant or Project Kinship Specialist to conduct home visits.

**Budgeted Amount:**

15,330.10

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**Strategy/Activity 3**

Student Socio-Emotional Wellness:

(Tier 1) Saddleback High School promotes a positive school climate with a focus on the socio-emotional needs of our students. The staff promotes school safety and positive behavior both on and outside of campus. Staff encourages students to develop capacity, self-confidence, trust, and empathy through tailored SEL lessons as well as Newsela online EL curriculum. To support our positive school climate, lessons and interactions between students and adults on campus will be monitored through administrator walk-throughs and reinforced at staff, parent meetings, and student body assemblies to ensure schoolwide practices. Ongoing training to support our disadvantaged students in this area will be provided during staff meetings.

(Tier 2) Students that are at risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our COST and appropriate interventions will be determined. Students are then referred to their counselor, Outreach Consultant, and/or our school nurse for additional support and resources. Project Kinship Specialist will conduct mediations, check-ins, and restorative circles as needed.

(Tier 3) Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to Restorative Practice Intervention Specialist(s) through Project Kinship who has been hired to assist with improving student behavior and assist with other social/emotional issues students may have. In this program, Mental Health staff meet with students on a weekly basis. Depending on the student's needs, they meet with students individually to follow up with the challenges the students are experiencing at home or in the community, they receive mentorship, encouragement, and anger management; and/or the student is part of Restorative Circles where they cover topics such as challenges at home or in the community, family traditions, college, and self-esteem. Each student has an opportunity to talk using a talking piece, which assists students in participating. Students who are struggling the most, are also supported through parent and student contact by phone or parent conferences by teachers, counselors, and other support staff. Behavior Intervention Plans (or BIP) will be set-up to reward and promote positive student behavior.

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**Budgeted Amount:**

15,330.10

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**Strategy/Activity 4**

21st Century Learning and College and Career Readiness:

(Tier 1) Saddleback High School promotes 21st Century Learning and College and Career Readiness ensuring that all students graduate and attend a higher-level institution. Staff will be trained on strategies to promote college and career readiness. This is supported by counselors presenting lessons that promote career readiness and a college-going culture. Ongoing staff development with platforms that support 21st Century Learning and College and Career Readiness will target English Learners, struggling students, and students with special needs will be implemented. Planners / Agendas keep students organized and enable them to manage their time; a skill they will need beyond high school.

During registration, counselors review the transcript with the student to enroll them in courses that meet CSU and UC requirements. Students have the opportunity to enroll in community college courses and receive both high school and college credits. During this time students utilize CCGI to complete their 4-year plan and college readiness profile that emphasizes a-g requirements, career development, and college readiness. In addition, the higher education coordinator organizes Junior Push and Senior Push to provide students with information on financial aid, college requirements and applications, and career readiness.

During college application season, counselors and the higher education coordinator provide late nights that are available to assist students in completing their college and FAFSA applications and other scholarship applications. The higher education center and counselors are also available to assist students before/after school and during lunch. This is done so that a higher number of graduates enroll and attend post-secondary education and persist into their second year of school. As an incentive, students who complete their FAFSA and college applications receive their own cap and gown at no cost. The counseling department is committed to supporting student achievement, cultivating positive and caring student relations, assessing and advocating student needs, and creating a college-going environment.

Saddleback High School maintains the Advancement Via Individual Determination (AVID) program to enrich and enhance the core program. There is an AVID coordinator that organizes the program. AVID materials that support the students academically will be provided. Tutors are recruited to work with AVID classes (9th-12 grades).

To promote college and career readiness, our school library has added an array of culturally inclusive literature and will go through a genrefication process to revamp the environment to make it more student-friendly.

Saddleback High School has established Grade Level PUSH conference days, where students learn about College Life, budgeting time, and funding. Counselors and the higher education coordinator will meet with both parents and students throughout the year giving them information about college, careers, and giving academic support when students are struggling. This college-going culture will be supported by giving students the opportunity to visit college campuses and to meet with college representatives.

AP teachers attend conferences/training and look at data and use it to modify instruction, provide AP boot camps, and increase pass rates. Counselors provide support for equal access and success in Advanced Placement (AP) courses. Students are given information regarding the AP courses offered through a variety of broadcast videos and an AP booklet is available for both students and parents.

These strategies will be monitored through admin learning walks and reinforced at staff meetings to ensure schoolwide practices to support 21st Century Learning and College and Career Readiness.

(Tier 2) Students that are at risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined. During registration, counselors review the transcript with the students, giving additional support to students who have D's or F's. Students are placed in APEX, Bridge, and/or Summer School courses. Students are given additional assistance from teachers and counselors both in class and after school and on Saturdays to ensure student success. Project Kinship Specialist will conduct mediations, check-ins, and restorative circles as needed.

(Tier 3) Students demonstrating chronic absenteeism and persistently low academic achievement and engagement will be put on a Student Success Plan (SSP) or a Behavior Intervention Plan (BIP) where parents, teachers, and counselors come together to monitor

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and support our most needy students and ensure student attendance and improvement in behavior. Counselors, the Higher Education Coordinator, and other support staff are continuing to meet with the students during classes, and during late-night sessions. The administration and staff are able to participate in all of these meetings. Students who are struggling are supported through parent and student communication by teachers, counselors, and other support staff. The Project Kinship consultant will work closely with the COST Team to provide support and resources both onsite and in the community.

**Budgeted Amount:**

15,330.05

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**Total Expenditures**

61,320.35

**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

Saddleback High School students will improve English language literacy - reading, writing, listening, and speaking, through the implementation of a school-wide focus on literacy, language acquisition, nonfiction reading and writing, and critical thinking through the integration of technology and Common Core State Standards. Saddleback High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at-risk or not making adequate progress.

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**Strategy/Activity 1**

Tier 1 - English Language Arts

Saddleback High School promotes a strong core academic program focusing on effective communication and academic language through reading and writing across the curriculum. Teachers integrate reading and writing across the curriculum while embedding strategies to address the needs of all students through differentiated instruction. Engaging, culturally inclusive lessons provide students with opportunities to enrich, enhance, and ensure equal access to the core program for all students.

The core academic program with an emphasis on academic language is enhanced through students attending various activities that support reading, writing, and oral presentations. This is done so that students have real-life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument.

Teachers offer individual assistance to provide students with additional practice, clarification, and reinforcements of skills and concepts. This supports student understanding and their ability to write and understand English functions and concepts to improve grades and decrease the number of D's and F's in English. Before and after-school tutoring assists students by reinforcing student learning and helping students master the standards.

Supplemental digital platforms to support reading and writing across the curriculum; such as My Access, Grammarly, Quizziz, Jamboard, EdPuzzle, Nearpod, Screencastify, Flipgrid, Google Forms, Kahoots, IBtheoryofknowledge.net, AVIDweekly, Avid.org, Padlet, Flipgrid, Peardeck, Read Theory, and AP Classroom enable students to refine their reading and writing skills through interactive lessons. Common, proven, instructional strategies, such as note-taking, Thinking Maps, vocabulary-building activities, and AVID WICOR strategies, will be utilized schoolwide. All

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staff will be trained to support the strong development of English literacy as well as support struggling students, special needs students, and all students in the English Learner Progress.

These strategies are monitored through admin learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement.

**Budgeted Amount:**

8,330.01

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**Strategy/Activity 2**

Tier 2 - English Language Arts

Students at risk of becoming disengaged in school and showing poor attendance or negative behavior will be supported through our Coordinated Services Team (COST), and where appropriate, interventions will be determined. In addition, our Local Scholar Program is available to support students with tutoring before and after school, while teachers support them with flexible tutoring hours. Moreover, our daily schedule provides Tutorial during the school day to promote student achievement. During Tutorial, students are able to meet with their teachers for assistance, clarification on assignments, or to catch up on missing work.

Professional development is provided for all teachers to promote academic language and learning across the curriculum; training in EL strategies, special education strategies, and the integration of technology to enrich, enhance, and ensure equal access to the core program for all students.

Tutoring, intervention classes, and mentoring are available for students to support student achievement. College tutors provide support in English Language Arts classes; assisting English Learners and other struggling students. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with.

Project Kinship Specialist will also conduct mediations, check-ins, and restorative circles as needed to support our Tier 2 students.

**Budgeted Amount:**

15,330.01

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**Strategy/Activity 3**

Tier 3 - English Language Arts

Classroom teachers will ensure support with literacy skills by providing a positive learning environment in which learning is differentiated and students work collaboratively with a partner and in small groups to acquire and practice new learning.

Students demonstrating chronic absenteeism, persistently negative behavior, and engagement will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

\* SST - a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

\* Student monitoring - check-in/check-out and additional tutoring, 504 Plan, referral for testing, IEP, referral for additional counseling/ therapy services.

\*Behavior Intervention Plan (or BIP) - a written plan used by teachers to reward and promote positive behavior

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Communication between parents, students, teachers, counselors, and Project Kinship Specialist, Outreach Consultant, and other support staff will be maintained on a regular basis.

**Budgeted Amount:**

15,330.01

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**Total Expenditures**

38,990.03
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All Saddleback High School English Learners will improve English language acquisition through consistent practice with academic language and effective strategies. English learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure English Literacy and language acquisition routines are in place for English learners to be successful. English Learners will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English language skills.

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**Strategy/Activity 1**

Tier 1 English Learner Progress

English learner students are provided integrated and designated English Language Development (ELD) instruction across the content areas to promote language acquisition. ELD training for teachers are offered on-site using Ellevation and at the district level through Go PD. Teachers are able to monitor student progress and address students' language needs using Ellevation data, activities, and resources.

Departments meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regard to English Learners. Staff meets in a variety of collaborative groups to assist each other in the delivery of a curriculum that will assist English Learners.

Teachers attend professional development training that focuses on English Learner strategies, academic language, and project-based learning. Professional development includes AVID, SDAIE, and GLAD strategies such as academic language and literacy, collaborative and academic conversations, scaffolding, vocabulary development, sentence starters, and sentence stems and frames, which enable students to connect existing knowledge, construct meaning, and modify their own learning.

Teachers provide literacy and reading instruction school-wide by incorporating reading and writing strategies across the curriculum. Supplemental instructional materials that assist students in seeing, understanding, and applying what they learn ensure students' successful access to the grade-level curriculum. This includes providing hands-on experiences and interactive technology, to help students better understand what they are learning. Content area classes use materials such as calculators, highlighters, colored post-it, chart paper, and other collaborative materials that allow students to be more engaged. Color coding helps students understand new concepts and assists them in checking for understanding. In addition, Makerspace, which is located in the library, gives students the opportunity to create 3D models and cross-curricular projects giving

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them a hands-on experience that clarifies and reinforces what they are being taught in class. Cameras are utilized to create class projects and presentations encouraging students to work as a team, enhance public speaking skills, and develop their own unique interests and talents. Supplemental materials are used to bridge the gap, making the core curriculum accessible and enriching and enhancing classroom instruction across the content curriculum for English learners. Platforms such as Grammarly, Quizziz, Jamboard, EdPuzzle, Nearpod, Screencastify, Flipgrid, Kahoot, Padlet, Flipgrid, and Peardeck are integrated in the classroom to enable English Learners to develop across all language domains.

Methods to increase the number of recipients of the State Seal of Biliteracy through professional development and collaboration between teachers and counselors take place throughout the year.

These strategies are monitored through admin learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement.

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**Budgeted Amount:**

8,330.01

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**Strategy/Activity 2**

Tier 2 - English Learner Progress

English Learners that have been here less than two years, and participate in English 1 and English 2 classes, which are equivalent to English 9 and 10 classes. Moreover, they are clustered for content area classes where possible. Additional support is provided during Tutorial. Supplemental materials are used to promote language and literacy skills in the newcomer classes. Newly arrived students are encouraged to participate in our Saturday Language Academy (SLA), Santa Ana College ESL classes, and after-school language tutoring to enable them to refine and reinforce their language skills. Instructional materials such as leveled library books and online platforms are available to support newcomers in ELs.

All struggling ELs students are taught to use agendas to stay organized and complete assignments. Additional supplemental support is provided for individual-paced language growth through other digital platforms such as Rosetta Stone and Duolingo. Additionally, students are provided with the opportunity to attend before and after-school tutoring offered through AVID and the Local Scholars Program. Counselors meet one-on-one with students not making academic progress. Students who have not passed the ELPAC attend ELPAC Workshops to receive an overview of the test and prepare for the Summative ELPAC Test in the Spring. Moreover, our Project Kinship Specialist conducts mediations, check-ins, and restorative circles as needed to support our Tier 2 EL students and provide additional resources.

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**Budgeted Amount:**

15,330.01

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**Strategy/Activity 3**

Tier 3 - English Learner Progress

Our Long Term English Learners (LTELs) are monitored and provided tutoring by their teachers before and after school. The Local Scholars Program also offers bilingual tutors to assist those who need additional support. Counselors meet with students to discuss their grades and a 4-year plan of study. If ELs particularly LTELs need additional support or resources, they receive assistance through our Outreach Consultant, our Restorative Practice Specialist, or the ELD Coordinator.

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EL students receiving a D or F in English or Math will be monitored through Ellevation and offered additional supports/interventions. Additionally, those demonstrating chronic absenteeism, decreased performance, persistently negative behavior, and engagement are referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

\* SST - a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

\* Student monitoring - check-in/check-out and additional tutoring with an experienced adult, 504 Plan, Referral for testing, IEP, referral for additional counseling/ therapy services

\*Behavior Intervention Plan (or BIP) - a written plan used by teachers to reward and promote positive behavior

Ongoing communication between teachers, counselors, ELD Coordinator, Outreach Consultant, Project Kinship Specialist, and administrators is maintained with parents of EL students not making adequate progress.

**Budgeted Amount:**

15,330.01

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**Total Expenditures**

38,990.03

**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All Saddleback High School students will demonstrate improved mathematics achievement through the use of explicit, strategic, intentional, and informed instruction based on Common Core State Standards, as measured by local and state assessments. Saddleback High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress

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**Strategy/Activity 1**

Tier 1 - Math

Saddleback promotes a strong core academic program with a focus on mathematics and content-based academic language that is based on inquiry, reasoning, and problem-solving skills. Staff is trained on strategies to promote the effective implementation of the Common Core Standards. Strategies reinforced the needs of English Learners and students with disabilities through the integration of hands-on activities, group collaboration, partner talk, repetition, and ongoing practice.

Teachers meet with their departments and course alike teams to lesson plan and examine student data and make adjustments to the curriculum and instructional strategies based on the data. Student academic achievement preparation in Algebra 1 and Geometry prepares them with the basic knowledge necessary to be successful in advanced math classes.

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In order to address the needs of students, subject-related materials and supplies are provided for students to give them the hands-on experiences to learn math, present their thinking, and collaborate with classmates. Markers and colored pencils help to color code parts of the math problems that are especially helpful to English Learners and students with disabilities to reinforce and differentiate the parts of math problems. Students also make poster presentations to the class where EL students practice using academic math vocabulary. Posters are also visuals that are left on the walls of the classroom where students can refer to help them recall vocabulary and key concepts. The blue and red pens are used as part of the corrections of homework where students used these different colors to note where certain types of errors were made. Thin Expo markers are used for our smaller individual student whiteboards, the regular Expo markers are used by the teacher and students to make presentations at the front of the class and individually by students on small whiteboards during checking for understanding, and are also used by the math tutors and students to help students one on one during class. Construction paper is used for various activities in Geometry where students build models of concepts they are learning and it is also used to present their portfolio projects in Algebra 1, Geometry, and Algebra 2. Card stock is used for students to write their notes on for reference throughout the year. It is the place student write key formulas and examples and is used as the study guide for each chapter test. CPM courses use color-coded paper for the eleven chapters students cover throughout the year. Color-coded paper is especially critical for our English Learners and students with disabilities as they are used as references for formulas and examples that help them during guided practice, tests, and homework. In geometry, students use the compass to explore many of the proofs and discover key theorems. Special paper is used in geometry classes as tracing paper for students to explore and develop important geometric concepts. It is a critical part of the course and provides students with concrete visuals, which they then formalize into geometric proofs.

Technology is utilized to assess student progress, monitor (growth) assessments for all academic programs, and actively engage students in the learning process. Teachers' use of technology for instruction assists with increasing teacher/student interactions. Supplemental materials such as Delta Math and Kuta Software allow students additional practice opportunities, instant feedback, and the ability for teachers to monitor student progress.

These strategies will be monitored through admin learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement.

**Budgeted Amount:**

8,330.01

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**Strategy/Activity 2**

Tier 2 - Math

Students that are at risk of failing Math are supported through our counseling department and appropriate interventions are recommended. Core Tutors assist students who are struggling in Algebra 1 and Geometry. Core tutors are also instrumental in student achievement for both ELs and SPED students. Before and after-school tutoring is available for students in their math classes assisting students one-on-one by reviewing and reteaching concepts students have not mastered. Additionally, our Local Scholars Program offers math tutoring assistance, in the library, before and after school Monday-Friday. Furthermore, our Project Kinship Specialist conducts mediations, check-ins, and restorative circles as needed to support our Tier 2 math students and provide additional resources both on and off-campus.

**Budgeted Amount:**

15,330.01

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**Strategy/Activity 3**

Tier 3 - Math

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Students failing math are referred to the COST team. These students are provided with one or more of the following programs and/or services based on individual needs:

\* SST - a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

\* Student monitoring - check-in/check-out and additional tutoring, 504 Plan, referral for testing, IEP, or referral for additional counseling/ therapy services if needed

\*Behavior Intervention Plan (or BIP) - a written plan used by teachers to reward and promote positive behavior

The counseling department meets with students failing math and offers appropriate interventions. Grades are reviewed and students are placed on a plan to complete their missing assignments. Tutoring is available for math students who have not yet mastered key concepts. Teachers also offer tutoring before and after school to help students raise their failing grades. Bridge, Apex, and summer math classes are offered for students who have failed math. Communication between parents, students, teachers, counselors, our Project Kinship Specialist, Outreach Consultant, and other support staff will be maintained on a regular basis.

**Budgeted Amount:**

15,330.01

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**Total Expenditures**

38,990.03
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**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

Saddleback is dedicated to supporting the implementation of our Academic Pathways within our content area departments: AVID (Advancement Via Individual Determination), Advanced Placement (AP), Project Lead the Way (PLTW) Bio-medical, Visual and Performing Arts (VAPA), Career and Technical Education (CTE) courses, and International Baccalaureate Diploma Programme (IB). These courses prepare students for high-demand careers with a depth of learning that builds real-world skills to compete in a global society. Saddleback staff works collaboratively to provide increased access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum, college and career investigation, and preparation. Staff encourages students to meet or exceed grade-level standards and collaborate with families and community members to inform, as well as provide support and mentorship that ensures our students have access to opportunities for lifelong success.

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**Strategy/Activity 1**

Tier 1 - Content Area

Saddleback promotes a strong core academic program in the areas of science and social science, using content-based academic language to justify answers and complete labs and learning logs. Teachers are trained on strategies to promote the successful implementation of the California Science and Social Science History Standards, training on ways to incorporate effective classroom activities, hands-on learning, and engaging student-centered on inquiry-based-learning and practices to enrich, enhance, and ensure equal access to the core curriculum.

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Teachers have the opportunity to meet regularly as departments and course-alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data.

Supplemental instructional materials enable students to better grasp and apply what they learn. This includes providing hands-on experiences through the use of manipulatives and interactive technology. This gives teachers the ability to assist students who struggle with science and history/social science, giving students the ability to access Common Core Content Standards through the application of inquiry-based learning, Document Based Questions (DBQs), and other lessons that integrate the ELD domains; collaborative, interpretive, and productive. Additionally, this creates a higher level of engagement because students have the ability to construct experiments, models, and graphic representations that depict complex academic concepts. This is especially beneficial in closing the achievement gap for English Learners, socioeconomically disadvantaged students, and students with disabilities.

Platforms such as Edpuzzle, Nearpod, Flipgrid, Peardeck, Padlet, AP Classroom, Kahoot, IBtheoryofknowledge.net, IB Question Bank, AVIDweekly, Avid.org, Gizmos, Khan Academy, Quizlet, Mosa Mack, Desmos, Quizizz, and Jamboard support the four communication modalities (reading, writing, listening, and speaking) across all content areas. In addition, students have access to the EBSCO research databases, which provide reliable, credible, impartial, academic sources that can be used in all content areas to produce research papers, essays, and other projects.

The core academic program with an emphasis on academic language is enhanced through students participating in a wide range of activities that support science and social science/history. This is done so that students are able to apply what they have learned in the classroom to real-life experiences.

Strategies are monitored through administrative learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement.

**Budgeted Amount:**

8,330.01

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**Strategy/Activity 2**

Tier 2 - Content Area

Students that are at risk of failing science, history/social science, and other content area classes are supported through our counseling department and appropriate interventions will be recommended. The counseling department reviews grades and missing assignments with students to ensure students improve their performance. To make sure students are meeting a-g requirements, counselors offer Bridge, Apex, and summer content classes to help students catch up to speed.

Teachers collaborate and analyze student performance data to target specific student subgroups for intervention and remediation. Tutoring before and after school is offered by content area teachers to assist students who need additional support and/or practice. Teacher tutoring hours are posted on the Saddleback website under the teacher name or on Aeries.

Additionally, our Local Scholars Program offers assistance, in the library, after school from 3:30-6:30 pm Monday-Friday. Support will also be provided for our Tier 2 students through our Project Kinship mediations, check-ins, and restorative circles as needed.

**Budgeted Amount:**

15,330.01

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**Strategy/Activity 3**

Tier 3 - Content Area

Students failing science or history/social science are referred to the COST team. These students are provided with one or more of the following programs and/or services based on individual needs:

\* SST - a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

\* Student monitoring - check-in/check-out and additional tutoring, 504 Plan, referral for testing, or referral for additional counseling/ therapy services if needed

\*Behavior Intervention Plans (or BIP) will be set-up to reward and promote positive student behavior.

The counseling department meets with students failing math and offers appropriate interventions. Grades are reviewed and students are placed on a plan to complete their missing assignments. Teachers offer tutoring before and after school to help students raise their failing grades. Bridge, Apex, and summer classes are offered for students who have failed content classes. Communication between parents, students, teachers, counselors, and our Project Kinship Specialist, Outreach Consultant, and other support staff will be maintained on a regular basis.

**Budgeted Amount:**15,330.01

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**Total Expenditures**

38,990.03

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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### School Parent Engagement Goal:

Saddleback will continue to strengthen parent and community partnerships to promote student achievement and create a healthy, safe and secure environment with open communication between school, students, parents and guardians.

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### Strategy/Activity 1

#### Tier 1 - Parent and Family Engagement

Saddleback holds our parent partnership in high regard. Our FACE Liaison provides a welcoming Wellness Center for our parents, guardians, and community partners. Our Wellness Center offers a variety of opportunities to support families and provide resources. Parent informational meetings are offered to educate parents about the educational choices for their students. Additionally, classes are offered to allow parents to explore a variety of topics. For example, Safety and Security in the Community classes, Technology classes, Community Resources, Mental and Physical health opportunities, and Parent Involvement classes to encourage parents to get involved at Saddleback. Chromebooks enable parents to have access to various online platforms, training opportunities, workshops, and databases. A parent station with two desktops and a color printer provide parents access to Aeries, ParentSquare, the school and district websites/resources, as well as college and FAFSA applications. Parents are able to print documents as needed.

Parent training includes parenting workshops such as, but not limited to, Madres Unidas (United Mothers), Spark Point OC Financial Literacy, Attitudes for Success, CHIOC Health Education, Nutrition Services Health and Nutrition Workshops, English classes offered in partnership with Santa Ana Community College, and software such as Rosetta Stone.

In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year through Parent Square (posts, reminders, text, or voice messages), email, and phone communication. Regular updates are provided to parents about individual student achievement in all academic areas through parent/teacher/counselor conferences and other home/school communication. After-school, Saturday, and summer programs are shared with parents. Progress reports are sent home every 6-weeks. Parents and students can access grades, assignments, test scores, and attendance information through the student/parent portal on Aeries. Parent portal training is available to further facilitate parents in accessing Aeries. There is also general information available on the Saddleback website.

Parents are invited to attend athletic events, plays, musicals, and other school events. Parents are also invited to attend a variety of awards assemblies including, but not limited to, athletic awards, senior awards, legacy awards, and Top Scholars. Parents of athletes are also encouraged to participate in athletic booster clubs. Parents are invited to assist with the activities and they are invited to attend Back to School Night and Open House where strategies are presented to parents to help them reinforce and support students' attendance, discipline, classwork/projects, and homework assignments. Saddleback's Positive Behavioral Interventions and Supports Program (PBIS) is reinforced through our TRACK approach: Teamwork, Responsibility, Achievement, Community, and Knowledge, which provides students and parents with a set of expectations for positive behaviors and routines. Our TRACK System is also aligned with SAUSDs Graduate Profile characteristics, which are the District's set academic traits/skills aimed at ensuring SAUSD students can compete in a global workforce after graduation. Parents are also invited to attend

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monthly Coffee Chats held throughout the year in the Wellness Center. Refreshments and snacks are provided for parents who attend. These meetings offer parents the opportunity to bring concerns to the principal and be informed on how those concerns are being met. Parent participation encourages parents in helping their students in achieving the a-g requirements necessary for graduation.

Parents, with the emphasis being on English Learner parents, are invited to participate in and are elected to, the English Learners Advisory Committee (ELAC). This committee advises the school principal on English Learner progress and reports to the School Site Council. Information on school-wide performance, the SPSA, interventions available to students, grades, attendance, transcripts, and college readiness, are presented at these meetings.

Parents and students are invited to participate in the weekly college application and financial aid application late-night meetings during the college application period. Counselors and teachers are trained by college representatives on the best ways to assist students in completing college application essays. The Higher Education Coordinator hosts College Application and Financial Aid Nights and a Parent Night during the application window. These are meetings designed to assist parents and students with the college application process and college planning for their student's learning and post-secondary college and career goals.

Community and business members are recruited as advisors who provide resources and services. This includes panelists for senior exit Interviews and business partnerships with local businesses that provide resources to the school community. For example, Chick-fil-A, and Adidas provide professional, corporate, and business opportunities for students and parents.

Support for parents and students is provided by teachers, counselors, and Project Kinship Specialist, Outreach Consultant, and other support staff to assist parents on a regular basis.

**Budgeted Amount:**

15,517.51

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**Strategy/Activity 2**

Tier 2 - Parent and Family Engagement for students not making adequate progress

Saddleback's FACE Liaison in conjunction with our Outreach Consultant and Project Kinship advisor provides individualized resources for parents and families based on the needs of each family, whether it be housing, food, clothing, financial education, parenting assistance, or support for their children. Saddleback's Wellness Center provides support for families and their students who have challenges with individualized interventions based on the family's needs including social-emotional and mental health support.

Saddleback High School provides parents of students that are at risk with family interventions. Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Project Kinship conducts mediations, check-ins, and restorative circles to support our Tier 2 students and provide additional resources both on and off-campus.

Ongoing communication between parents, students, teachers, counselors, Project Kinship Specialist, Outreach Consultant, administrators, and other support staff is maintained on a regular basis in an effort to promote academic achievement and healthy social-emotional well-being for our students not making adequate progress.

**Budgeted Amount:**

15,517.51

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**Strategy/Activity 3**

Tier 3 - Individualized interventions for parents of students who are not making progress

Saddleback High School provides parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement understanding that their student will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

Behavior Intervention Plans (or BIP) are set-up to reward and promote positive student behavior.

Check-in / Check-out Program - Student monitoring and additional tutoring recommendations.

504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending a secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment; Referral for testing – when requesting for evaluating special education.

IEP – Individualized Education Plan for students with special needs and Referral for additional counseling/ therapy services based on IEP team decisions.

Saddleback's FACE Liaison provides individualized resources for parents and families based on the needs of each family, whether it be housing, food, clothing, financial education, or parenting for support for their children. Saddleback's Wellness Center provides parents/families with support for families and their students who have challenges with individualized interventions based on the family's needs including Social Emotional and Mental Health support. Communication between parents and students will be provided by teachers, counselors, Project Kinship Specialist, Outreach Consultant, and other support staff are maintained on a regular basis. The Outreach Consultant also conducts home visits and community resources to assist parents.

**Budgeted Amount:**

15,517.51

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**Total Expenditures**

46,552.53
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	61,320.35
Goal Area 2, English Language Arts	38,990.03
Goal Area 3, English Learner Progress	38,990.03
Goal Area 4, Math	38,990.03
Goal Area 5, Content Area Goal	38,990.03
Goal Area 6, Parent Engagement	46,552.53
<b>Total Funds Budgeted</b>	<b>263,833</b>