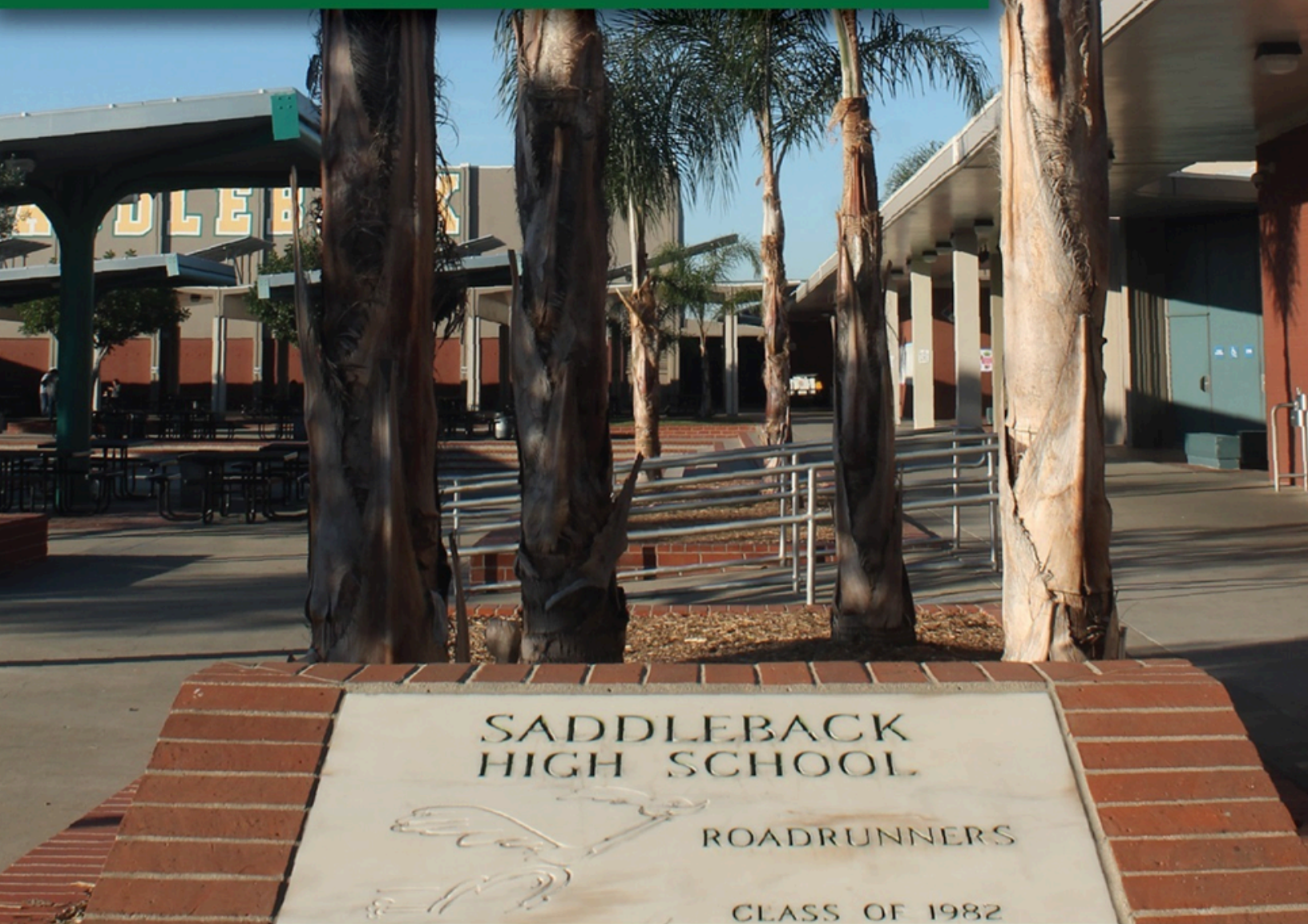# WASC Report 2024

Saddleback High School
Home of the Roadrunners

2802 South Flower, Santa Ana, CA 92707

ACS WASC/CDE FOL 2023-2024 Self-Study Report: Saddleback High School

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Saddleback High School's 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.

Saddleback High School's Mission

Saddleback High School students will develop effective communication, collaboration and critical thinking skills, along with more balanced and reflective individuals. Additionally, we will work together to deliver rigorous instruction 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.

If I have seen further, it is by standing on the shoulders of giants.
Isaac Newton

When the WASC torch was officially passed on to me in 2021, the enormity of capturing Saddleback's journey for the next accreditation process overwhelmed me. I was terrified at the prospect of doing our campus justice, in the sense that I would have to provide a snapshot of years pre-, during, and post-pandemic proportions. The idea of honoring such tremendous highs alongside such heartwrenching lows, and everything in between, all with fidelity and optimism for the future, terribly frightened me. Added to the inability to mention *that thing* primarily responsible for it all was the devastating blow of losing a large bulk of the "old guard" staff – to retirement, transfer, or even death – upon whom I had relied as a Focus Group leader during our last full self-study and committee visit.

Once I opened my eyes to the realization that this burden would not fall on me alone, I simultaneously recognized that, amidst the landscape of a global pandemic, the fact that Saddleback was still thriving was impetus enough for celebration. Not only did our fearless leader, Principal Ed Bustamante, shine a light of strength and inspiration for us all to follow, but our community came together in every sense of the word. I then made it my mission to honor the proverbial blood, sweat, and tears put forth by our resilient student body, endlessly devoted families, and incredibly resilient staff. It was imperative to move forward with an organic approach so that all stakeholders could come firmly together and shout from the rooftops: **Saddleback is still standing proud.** Taking on this enormous task would not have been possible for me without the support and hard work of my WASC team.

Billy Banh: as the leader I professionally knew the least when we all started, you have absolutely been the rising star of the group. As a department chair, club advisor, and newlywed (!!!), you really have impressed upon all of us how intelligent, patient, easygoing, and reliable of a team player you are. I can't remember if we ever clarified "see you next Tuesday!" so I owe you that one. And a zillion more thanks.

Christian Iturralde: from the day we interviewed you, to now keeping weapons in your top drawer, I still maintain your candidacy for sainthood. I know that throwing you to the WASC wolves your first year here seemed like madness, but you pulled it off like the professional, dedicated young man you are. Honestly, I think I love you too, Chips. Thank you for keeping our spirits high!

Zayra Rivera: girl, in the eternal words of Bette Midler, you truly are the wind beneath my wings. This place wouldn't be at all what it is without you. You inspire us all with your beautiful family, initiative to do what's best for students, and when I grow up, I want to be you. As fellow journeymen, I hope we've got many more Tampa brewery excursions to come! Thank you for doing my precious category proud.

Jared Mendez: I'll never forget the expression of sheer and utter terror on your face when I asked you to join the squad. Maybe I should have asked you at the Blarney, lol. I hope this fantastic voyage has given you the confidence you rightfully deserve; you are such a valuable asset to this school, and an awesome friend to me. Thank you for keeping the faith, in me, in the process, and, most importantly, in yourself.

Macy Reagan: do you know that I asked you to be on this team when I thought WASC was a year earlier than it actually was? That's how much faith I had, and continue to have, in you. As a math teacher I know you're phenomenal. But as a schoolwide leader, I hope this experience has shown you how wonderfully in touch you are as a team player and that you deserve it all. Yay for Reagan family Christmas traditions!

Edith Cruz: my beautiful blushing bride to be… you continue to be the perfect picture of calm level-headedness, but the storm beneath the surface is one of the most kind, brilliant, and awe-inspiring souls I've ever had the honor of working with. Thank you for all you did for me, especially schooling me in the world of the HEC, and continue to do for our students. Can I request more of those conchas, please?

Maricela Urizar: I hope the world recognizes that this entire report would not have been at all possible without you. Your contagious excitement and meticulous attention to everything you do absolutely push me to be better. We knew what you were walking into when you joined our school… and here you are making it look easy and gorgeous. Thank you for your neverending support and infinite patience. I owe you lunch!

Joe Najera: I'm so grateful to the confluence of events that the universe delivered to bring us together – your interview, math, IB, baseball fundraisers, even 722 haha. Despite the Masters program, the wedding our team planned to crash, and our side gig as Dr. Phil, you have exceeded every expectation and risen up as a respected leader. I'm so excited to continue working with you, and proud to call you my friend.

Susie Volmer: we are friendship goals. If that isn't obvious to people after witnessing our epic blowouts, then they're dumb. Thank you for graciously serving as my WASC therapist; in addition to the wealth of experience you bring to our team, your infectious humor and informed perspectives have totally made me a much better person. Also, thank you for randomly bringing me to Nicole Brown Simpson's grave site.

Danial Putros: although a later addition to the WASC casserole, you have gone above and beyond in proving your dedication to our school and expertise in helping to transform a bulky paper report into a streamlined online product we are proud to call our own. Thank you for your endless patience in rolling with the many punches I've delivered your way. Plus, your tea cures all my ails. Meesh meesh.

Camron Conners: from that fateful staff Christmas party when we discovered our mutual roots (Koger! Who knew?), to the crime-filled boba mecca that is Berkeley, to the unique way we complement each other's thought processes, I am so grateful that not only are you still here by my side, but that I can seriously consider you the little brother I never had. Being in the thankless, glory-less positions we are both in, I hope you forever remember how much our students, our staff, and I supremely appreciate you. Handling, with great aplomb, many personal and professional hurdles that have been thrown your way, I know you will continue to be one of the strongest, thoughtful, and inspirational fathers, Christians, teachers, and leaders this campus will ever see. I am immensely blessed with your constant, supportive presence, and I am humbled to be your dear friend. Here's to many more Irish coffees, happy hours, PDs of eternity, and good times together. I love you so much!

Valerie Glover: omg. Seriously, no words. I can only hope that this new adventure has made you proud to have chosen me as your successor. Thank you for being here, taking care of me, counseling me, guiding me, and loving me. I owe you a bottle of that Laguna chardonnay; it changed my life, just like you.

Eddie Bustamante: let's get outta here and go manage that effing Panera Bread we ordered from. Mom is still disappointed in my present to you from the Philippines, but I think they're awesome shoes. Like I said to Val, all I've ever wanted was to do right by you, and I sincerely hope that I've put together something you can be proud of, because you deserve the world. Thank you for believing in me. It means everything to me.

To the rest of my Saddleback family: Go Roadrunners, to infinity, and beyond… with all my love, Monica.

<u>Brief Background of School</u>

Saddleback High School was established in 1967, and is one of six comprehensive high school of choice in the public Santa Ana Unified School District. The city of Santa Ana is the second largest in Orange County, sprawling over 27 square miles located 35 miles south of Los Angeles and approximately 10 miles inland from the Pacific Ocean. According to the 2020 Census, Santa Ana's population is just over 310,000, establishing it as one of the most densely populated mid-size cities in the United States. The local community consistently supports the school by approving bond measures and working closely with local businesses all to provide Saddleback's students with exceptional facility improvements.

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 that encourages open-mindedness. Serving grades 7-12, providing a variety of academic pathways, and focusing on student-centered approaches are widely recognized hallmarks of the Saddleback High School experience.

<u>Diversity, Equity, and Inclusion</u>

Saddleback has experienced an overall increase in Special Needs student enrollment since the last self-study in 2017-2018. Our Workability/Transition Partnership Project (TPP) Program consistently works with an expanding base of community business partners to ensure that our Special Needs population graduates with skills and experience that demonstrate 21st century global competency. Our Moderate/Severe department, affectionately nicknamed "The Incredibles" by the general education student population, expanded in 2021 with an additional section and teacher.

In 2019, a student-led initiative introduced gender-neutral restrooms to Saddleback's campus. We continue to celebrate diversity with active participation in community-based, multicultural activities through our Visual and Performing Arts (VAPA) groups and student clubs. Saddleback's Higher Education Center (HEC) remains committed to promoting equity through a variety of college readiness and Financial Aid assistance workshops specifically designed for all students.

<u>Summary Description of Programs Offered</u>

Saddleback High School features the following specialized pathways and programs for students:
- **International Baccalaureate (IB)** – designed to culminate in an internationally recognized IB high school diploma. SHS became an IB World School in 2017.
  - *Middle Years Program* (MYP), grades 7-10: a rigorous academic program of study designed to prepare students for the IB Diploma Program (DP). SHS became an official IB MYP Candidate School in June 2023.
  - *Diploma Program* (DP), grades 11-12: students must complete service hours, internal assessments/extended essays, and a Theory of Knowledge course in addition to IB exams.

- **Advanced Placement (AP)**, grades 9-12: 10 Honors-level courses and 16 AP courses are offered throughout each content area; the Spanish department's courses prepare students for [Seal of Biliteracy](#) candidacy.
- **Advancement Via Individual Determination (AVID)**, grades 9-12: AVID provides students with a college preparatory curriculum, program-specific tutors, and college/scholarship application opportunities.
- **Project Lead the Way (PLTW)**, grades 9-11: a 3 year program empowering students to build knowledge and in-demand, transportable skills in Biomedical Science, such as problem solving, critical and creative thinking, communication, and collaboration.
- **Career and Technical Education (CTE)**, grades 9-12: in addition to Extended Learning and certification opportunities provided by the district and our existing Arts/Graphics course offerings, Saddleback welcomed the DMA Enterprise Spyder Lab in 2019, featuring Entrepreneurship and Social Media Web Design classes.
- **Workability/Transition Partnership Project (TPP)**, grade 12: designed for Special Needs students to obtain skills and practice based on real life experiences.
- **Coordination of Services Team (COST)**: comprised of teachers, counselors, administrators, mental and social-emotional health staff, and led by our Outreach coordinator, COST is the student entry point for specialized services, serving primarily PBIS Tiers 2 and 3 designees.
- **Extended Learning/Credit Recovery (Apex)**: in addition to district-wide summer school opportunities to recover credit toward graduation, Saddleback has been granted online credit recovery sections through Apex, specifically for ELs and Special Needs students.

Collaboration for Self-Study

Saddleback High School's self-study process began in the spring of 2023 with virtual WASC training sessions and by utilizing the Principal's Annual Needs Assessment of schoolwide strengths, growths, and requests, given to teachers, staff, and parents each year and used as a platform toward formulating the 2023-2024 SPSA. The designated WASC Coordinator, Saddleback's instructional coach, then formally initiated the self-study process by serving on a visiting committee and connecting the school's Needs Assessment responses to the previous WASC Action Plan. Each department, by way of the Instructional Leadership Team (ILT), then provided collective side-wide significant developments since the last self-study in 2018 (Chapter 1).

In the summer of 2023, the WASC Coordinator began compiling School Profile information and Dashboard data analysis (Chapter 2) to provide all stakeholders with conclusive student learner needs. Certificated staff and administrators were then organized into Focus Groups of approximately 14-16 people, led by selected Co-Leaders. Each month beginning in August 2023, built-in Collaboration Wednesdays were used to disseminate criteria and prompts to Departments (via ILT and Department meetings), as well as to then disaggregate and summarize that feedback by Focus Groups and their selected Co-Leaders. This monthly cycle then provided category-specific Findings and Evidence leading to schoolwide areas of strength and growth (Chapter 3).

Classified staff, parents, and students were then brought into the WASC fold in the fall of 2023 by presenting each group with the aforementioned monthly cycle of information sharing, and then soliciting each stakeholder group's feedback to be summarized and once again shared. As a result, all educational partners have taken a crucial part in the WASC feedback cycle. Parent and student involvement came through School Site Council (SSC), Parent Center (FACE) meetings, schoolwide stakeholder events such as Open House and Back to School Night, LCAP listening sessions, and Student Senate meetings.

A regular monthly WASC feedback cycle, providing an efficient structure of information gathering, insight providing, and summary sharing, was implemented throughout the self-study process. The WASC Coordinator ensured that timely, organic responses from each stakeholder group were represented in the self-study report with fidelity. Therefore, the school's designated areas of strength and growth proudly represent the monumental post-pandemic journey Saddleback has undertaken to provide academic and social-emotional support for all students.

Chapter 1
Progress Report

Celebrating Student Success

Chapter 1: Progress Report (*2-5 pages maximum*)

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

INTERNATIONAL BACCALAUREATE (IB)

Four IB cohorts have graduated from Saddleback's IB Diploma Programme, with steadily increasing enrollment and pass rates. Led by IB Coordinator Heather LaBare and dedicated academic counselor Jessica Aguirre, Saddleback welcomes the IB Middle Years Program (MYP) beginning Fall 2024. The IB program has positively impacted Saddleback with regard to hiring and training IB-certified staff and the utilization of IB-designated funding specifically for IB student resources.

POSITIVE BEHAVIORAL INTERVENTION and SUPPORT (PBIS)

Since 2017-2018, Saddleback has been granted Platinum status by the California PBIS Coalition (with exceptions from 2019-2021, as the recognition system was suspended statewide). In Fall 2022, Saddleback students and staff voted to change the "T" in its TRACK acronym from "Tolerance" to "Teamwork." During the 2022-2023 school year, the student incentive pool ("TRACK Store") expanded to include student-recommended items in addition to the existing Saddleback apparel and school supplies. These changes have increased student interest and participation in PBIS implementation, resulting in growing stakeholder understanding and appreciation for existing PBIS structured student supports.

STUDENT SUPPORT:

- **Project Kinship**

As of Fall 2019, Saddleback has annually allocated Title I funding to retain a full-time Project Kinship specialist. The program provides social-emotional and mental health support to the entire student body, guided by Project Kinship's mission of hope, healing, and transformation. The entire Saddleback community has greatly benefited from the program's group-oriented approach to overall health and well-being.

- **Mental Health Services**

SAUSD's status as a CORE district granted the need-based allocation of Educationally Related Mental Health Services (ERMHS) in Fall 2021, welcoming full-time ERMHS therapist Holly Dugan, and anticipating a second therapist starting Fall 2023. In 2022 Saddleback lost its full-time on-site social worker position, which was replaced with a rotation of District-wide as-needed personnel. As such, each specialist's caseload continues to expand at alarming rates, which has begun to place great strain on the quality of services offered, with potential delays and time limitations.

HIGHER EDUCATION CENTER and WELLNESS CENTER

- **Guidance (Counseling)**

Through District-wide Categorical CORE district funding earmarked specifically for academic counseling, Saddleback hired two additional guidance counselors (Cesar Alcaraz and Miguel Wong-Rivera) in 2021-2022, bringing the school's overall total to six. The added staffing positively impacted overall student support by allowing more personalized individual meetings tailored to students' preferences and expectations throughout their entire Saddleback High School experience.

- **Family and Community Engagement (FACE)**

From 2019 through 2023, Saddleback's parent and family-focused Wellness Center has seen five different coordinators serving non-contiguous terms. As a result, the school's parent and family class offerings have seen significant declines in participation. However, this negative impact is being remedied by current FACE liaison Maria Corona, buoyed by the support of a small but significant group of parents and family members.

LOCAL SCHOLARS PROGRAM (LSP)

Current LSP Coordinator Alan Nguyen took the program over in 2021. While the main after-school program stalwarts remained (various visual arts and crafts, Fun Fridays, afternoon snacks, tutoring support, etc.), the annual turnover

in program staff resulted in changes to club offerings and implemented curriculum. Student attendance, interest, and participation remain positively impacted as a result.

PHYSICAL CAMPUS CHANGES

As a result of a 2017 school nutrition initiative and student feedback, Saddleback received a District-matched grant to provide a new kitchen, cafeteria space, and full-time chef. Construction on "The Paseo" kitchen and "Nest" cafeteria began in 2019 and was completed in summer 2022. A bond measure allowed the construction of a full football stadium (completed summer 2023), impacting both athletics and Physical Education (PE) by temporarily re-routing or removing sports areas completely. Saddleback has also implemented Single Point of Entry and additional surveillance cameras (2022-2023), as well as a functional YouTube studio (completed spring 2023). Lastly, with the state of California mandating later school start times beginning Fall 2022, the Saddleback staff voted to move its built-in Tutorial period from the morning (after Period 1) to the afternoon (before Period 7).

STAFFING and COURSE/CURRICULUM CHANGES

These changes over the last six years have generally impacted Saddleback's master scheduling, program offerings, and the varying consistency of staff. Specific trends and results will be provided per department.

- **English Language Arts (ELA)**

Since 2021, the ELA department has filled three vacancies with new staff. SAUSD officially developed and adopted a state-mandated Ethnic Studies curriculum, resulting in Saddleback's decision to implement the new requirement in 9th grade ELA classes as of 2022-2023. That same academic year, the ELD Newcomers courses returned to ELA after a three-year stint with the World Languages department.

- **Mathematics**

Since 2018, the Math department has experienced nearly 50% staff turnover due to retirements and displacements, including new leadership. Upper level math courses (College Algebra and Probability/Statistics) were scrapped and replaced with Information and Data Systems (IDS) in 2021. As a result, Math has experienced dramatic changes in student placement, decreases in assessment scores, and adaptation of CPM strategies.

- **Social Science**

Since 2020, the Social Science department has brought on new leadership, removed and re-introduced AP Human Geography from its program offerings, and implemented newly adopted curriculum for both World and US History courses.

- **Science**

Since 2018, the Science department has dealt with the challenges of Next Generation Science Standards (NGSS) implementation, as well as bringing a great deal of staff turnover, resulting in various master schedule changes and new leadership. AP Chemistry was removed in 2021, and Environmental Science was added in 2022. These program changes are a result of low academic achievement in Biology and Chemistry, particularly among the special education student population.

- **World Languages**

2018 saw the departure of Saddleback's French program, leaving Spanish as the remaining foreign language offering in the master schedule. 2021 welcomed new leadership, in light of the passing of co-department chair Juan Carlos Contreras. Fall 2023 begins implementation of newly adopted Spanish curriculum, continuing to highlight the department's maximized efforts to continue positive trends in AP enrollment/performance and Seal of Biliteracy promotion.

- **VAPA/Electives/PE/Athletics**

In the last six years, Saddleback has lost a number of elective course offerings: NJROTC, which moved to Santa Ana High School in 2019; AVID Excel for English Learners, from 2021-2023, along with a number of rotating AVID teachers and tutors; and two sections of Choir. However, since 2021, Saddleback welcomed both the addition of the 3D Art Design Spyder Lab and its partner course, Enterprise Entrepreneurship. In addition, Fall 2023 welcomed Music Theory and Drama to the master schedule. 2022 saw the return of Saddleback's competitive Wrestling program after a years-long hiatus. The summer 2023 departure of our AVID Coordinator and Activities Director welcomed existing staff into new positions. These changes all demonstrate Saddleback's ongoing attempts to provide variety with elective courses and competitive athletics.

- ## Special Education

Since 2018, Saddleback's Special Education department has experienced changes in leadership, teaching staff, paraprofessionals, and course offerings. In 2022, the department welcomed an additional Moderate/Severe (SDC) section, hiring Jasmin Franco after the passing of original teacher Francisco Castaneda. Starting in 2023-2024, Environmental Science will be established as the special education science course. As Saddleback's special education student enrollment continues to increase, the attrition of classroom aides continues to be problematic.

- ## Administration and Support Staff

Saddleback's administration team has seen a multitude of changes, particularly with the 2018 transfer of longtime Assistant Principal (AP) Moises De La Mora, the passing of AP Gamila Mherian in 2019, and the hiring of AP Christian Iturralde in 2023. From 2020-present, a number of crucial longtime support staff positions have changed hands, including the school's Librarian, WASC Coordinator, and Outreach Consultant. With a presently full administrative and solid support staff roster, the hope is to further alleviate the negative impact felt by these changes moving into the 2023-2024 school year.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Saddleback High School relies upon stakeholder communication and regular collaboration to implement and monitor the Action Plan featured in our LCAP-aligned SPSA. Each year, site administrators initiate revisiting the Action Plan by conducting a Needs Assessment Survey; this feedback is solicited during the spring semester for disaggregation the following fall. Input is provided by teachers and staff through our Instructional Leadership Team (ILT); by parents and families through the English Language Advisory Committee (ELAC); by students through Leadership (ASB), the after school program (LSP), and Student Senate; and formally established in the SPSA through School Site Council (SSC).

The district's Graduate Profile and LCAP goals have undergone recent changes to reflect its changing needs and support of SPSA alignment. While the annual Needs Assessment process of sharing data, budget information, program evaluations, and goal progress remains the same, Saddleback is looking to implement more effective alignment with the district by using the newly refined Graduate Profile and LCAP goals to enhance the schoolwide action plan.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.
(Please note: Evidence links are provided in Chapters 2 and 3.)

WASC Action Plan Goal #1: Students will develop grade level reading and writing proficiency necessary to succeed as productive citizens of a global society through rigorous, 21st-century curriculum and instruction, integrated academic language and effective use of evolving technology as keys to meeting this need.

LCAP GOAL #1	All students have equitable access to a high quality curricular and instructional program.
SPSA GOAL AREA #2	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.

PROGRESS	IMPACT	EVIDENCE
Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
College and Career Readiness: ● Still working toward goal of >50% juniors meeting or exceeding standard (SBAC) ● College/Career Indicator (CCI) goal to maintain or exceed % "prepared" graduates met AP/IB: ● Overall increase in AP passing rates ● Increase in IB enrollment ELA Department: ● Implementation of Ethnic Studies (Grade 9) ● Growth shown in District Writing Assessment (DWA) ● District Curriculum Specialist (Jason Crabbe) ● StudySync (Grade 10) ● Senior Exit Portfolio process: infusion of 21st century skills ● Technology: NoRedInk, Grammarly ● Greater student agency in choice of course (Grade 12)	Both SBAC and CCI percentages continue to increase. SSTs and Student Monitoring implemented by the COST team to specifically address Tier 2 and 3 students have contributed to the successes in this area. Counselors have utilized Project Do to target Honor Roll/a-g enrolled students to encourage pursuit of AP courses and increase AP enrollment. IB staff continue feeder school outreach, as well as currently planning full implementation of MYP. Ethnic Studies has infused new energy, attitudes, and interest in both students and staff. ELA teachers report that the now-online DWA, and Mr. Crabbe's increased focus on communication and data analysis, have been helpful and efficient. Technology usage in ELA has become more regularly infused into each classroom. Survey feedback has led to a wider variety of 12th grade ELA classes (ERWC, Film Lit, AP Lit, IB HL 2).	Dashboard data: ● SBAC scores ● CCI percentages ● AP/IB passing rates and enrollment Student samples of Ethnic Studies coursework DWA reports District-level ELA leadership meeting agendas/minutes Senior Exit Portfolio (student samples) Master Schedule

WASC Action Plan Goal #2: Students will demonstrate effective problem-solving and numeracy skills through a rigorous, student-centered curriculum, involving collaborative math discussions, real-life applications and the strategic use of math tools.

LCAP GOAL #1 (see above)/GRADUATE PROFILE #6	SAUSD students will: Demonstrate mastery in literacy, numeracy, and reasoning to be prepared for college, career and civic life in an increasingly demanding 21st century.
SPSA GOAL AREA #4	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.

PROGRESS	IMPACT	EVIDENCE
Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
Standardized test score data: • Decrease in % of juniors meeting or exceeding standards on SBAC • Minor fluctuations in MAP Math (Grades 9 and 10) Math D&F rates: • Fall 2019: 45% • Fall 2021: 43.4% • Spr 2022: 46% • Fall 2022: 43.9% • Spr 2023: 45.9% Professional development and collaboration: • Course-alike and Department meetings twice monthly • IB/AVID/CPM training • Planning/creation of course-alike summative assessments/final exams Educational technology: • Delta Math • Kuta (customizable worksheets) • Online "gamification" of formative assessments (i.e. Kahoot, Blooket) Vertical articulation: • Grading policy discussions • Department-wide adjustments to curricular pacing guides; selection of key standards • Planning/creation of course-alike summative assessments/final exams	SBAC percentages have dramatically decreased, indicating a crucial need for further data analysis. MAP scores remain constant, but still well below goals set forth in the SPSA. As a department overall, Math has experienced very little fluctuation in its D&F rates. Teachers attribute this trend to course-alike collaboration to maintain an efficient balance between compassionate grading and ensuring content knowledge. Upon the department reflection and ongoing discussion, CPM's language-driven curriculum was perceived as a barrier to student achievement across all math courses. Math teachers collectively determined which CPM strategies were beneficial enough to integrate into existing district curriculum guides. The ongoing usage of emerging educational math technology provides wider access to all students. Math teachers report greater levels of student engagement overall. Vertical articulation in the Math Department has yielded a sliding scale course-alike grading policy (formative/summative): – Algebra 1: 40/60 – Geometry: 35/65 – Algebra 2: 30/70 – Higher Level Courses: 20/80 Math teachers have determined that increasing the weight value of summative assessments to more accurately reflect college-level grading policies has benefited overall student math achievement, notably both academically and social-emotionally. Teachers attribute this partially to a department-wide test re-take and correction policy (re-takes 20%, corrections 50%)	Course-alike and Department meeting agendas/minutes Professional development attendance Data sources (Delta Math, gamification, test scores) Modification of CPM and CCSS curriculum, strategies, and pacing

WASC Action Plan Goal #3: Students will work in a healthy, safe and secure environment that supports learning. PBIS is the foundation upon which this environment is developed and is further exemplified through the attributes of TRACK.

LCAP GOALS #2 & #3	Goal 2: The 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. Goal 3: This goal has been renamed as "Wellness" as it has been expanded with the intent that the SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their social-emotional, mental health, behavioral and physical well-being needs.
SPSA GOAL AREA #1	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.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Attendance and engagement
    ● Highest attendance rate in district during the first two weeks of 2023-24 school year
    ● Consistently meeting district's goals of 95% or higher attendance rate
 	
 PBIS Committee
    ● Expectations lessons and videos rolled out throughout the year
    ● TRACK cards as positive reinforcement
 	
 COST
    ● Committee sees 'repeat offenders,' but vast majority of students do not have a referral
    ● Referral on school Staff Resources website
 	
 Restorative Practice (since 2019)
 	
 FACE Wellness Center
	Students report concerns regarding engagement, particularly among those not involved in extracurricular activities.
	
	 Students mostly remain knowledgeable about schoolwide expectations and behavioral norms.
	
	 COST continues to provide additional support to Tier 2 and Tier 3 students, but many teachers still report either not knowing about COST referrals, or what to expect with follow-up after referral process.
	
	 In Summer 2023, original Project Kinship intervention specialist Elizabeth Diaz was replaced by Jerry Vasquez. As a result, many of the long-standing, previously existing programs were altered or replaced altogether.
	
	 As a result of a vast rotation of FACE liaisons, many parent and family-centered programs have been scrapped and/or replaced.
		Multiple survey measures:
		    ● CHKS/Panorama
		    ● Parent meeting input/feedback
		    ● Attendance/discipline data
		    ● Office and support staff interaction
		
		 MTSS: SART/SARB/BIP etc.
		
		 Implementation of TRACK
		
		 Expansion of counseling (from 4 to 6)
		
		 Academic counselor services:
		    ● Online scheduling
		    ● Grade-level conferences
		    ● Mental health referrals
		
		 Restorative Practice: Project Kinship
		
		 FACE Wellness Center services/ programming:
		    ● Cafecito
		    ● Parent classes
		    ● Book Club

<u>Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.</u>

Each area of growth identified by both 2018 and 2021 visiting committees is addressed in the current SPSA.

Chapter 2
Student Community Profile

Celebrating Student Success

Chapter 2: School Profile and Supporting Data and Findings (*3-5 pages maximum*)

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

1. [Enrollment Data]:
   Current Data Trends:
   - Enrollment has increased by 15% overall since the last self-study
   - Hispanic/Latino population has remained steady, which is consistent with district-wide enrollment
   - Socio-Economically Disadvantaged (SES) population has slightly decreased since the last self-study, but trend continues to vacillate
   - English Learner (EL) population has dramatically decreased by over 10% since 2018-19
   - Students with Disabilities population has generally increased by an average of 6%
   - McKinney Vento (homeless) population has maintained steady levels over the last six years

   Analysis: Saddleback's increase in enrollment is inconsistent with the rest of the school district, which has experienced declining student numbers over the past four years. As a school of choice district, we generally attribute this positive trend to the establishment of our school's IB program, consistent dedication to campus improvement, and regular community outreach. The overall declining population of the city of Santa Ana indicates demographic trends aligned with economic movement, as shown by SES percentages, and, to some extent, the decline of initially designated ELs. However, also as a school of choice, we have also developed a positive reputation in servicing our growing Students with Disabilities population; with an added Moderate/Severe section, ongoing Collaboration models in Mild/Moderate, and consistent student support systems in place (such as ERMHS specialists and Project Kinship), Saddleback continues to demonstrate commitment to students with special needs. As a result, Saddleback has greatly endeavored to maintain a status quo of quality educational experiences for all students.

Student Performance Data

1. [CAASPP (SBAC)]
   Current Data Trends:
   - ELA – the number of students who met or exceeded standard level increased by 5% over the past four years
   - Math – the number of students who met or exceeded standard level decreased by 6% since the last self-study
   - Science – the percentage of students meeting or exceeding the standard on the CAST continues an upward trend since 2018-19

2. [NWEA (MAP)]
   Current Data Trends:
   - For both ELA and Math, student mean RIT score has maintained similar levels and trends for the past five years
   - Overall, average Math achievement remains higher than ELA in both grades 9 and 10

3. [ELPAC]
   Current Data Trends:
   - Grades 9 and 12 have experienced slightly decreasing percentages of students who have achieved proficiency
   - Grades 10 and 11, on the other hand, show more comparatively substantial increased in proficiency percentages

Analysis: Overall, student performance data has demonstrated very few trend shifts since the last self-study. Schoolwide, a number of implementations have helped students and staff maintain standardized testing levels. District-wide ELPAC writing strand scores have decreased to an alarming degree, providing a purposeful focal point for our District ELA Committee (DELAC), which provides action suggestions to our School Site Council (SSC) once a month. The district offered teachers 30 paid hours of additional tutoring from 2021-2023, 2020-2022 saw a widespread emphasis on compassionate grading policies, the Higher Education Center spearheaded student-centered strategies such as counseling's Project Do and additional specialized workshops/presentations, and FACE/Wellness continued to offer a variety of parent/family assistance such as book club meetings and English language courses. Within content areas/departments, the ELD sections shifted between the ELA and World Language departments, the District Writing Assessment (DWA) moved online, and courses such as Information and Data Systems (IDS) in Math and Environmental Science (AP/college prep/special education) demonstrated both district and school administrator level moves to address learning loss concerns. As a result, Saddleback has collaborated with stakeholders across the board to help maintain the status quo and prioritize student social-emotional learning.

College and Career Preparation

1. **Dashboard – College and Career Indicators (CCI)**
   Current Data Trends:
   - Percentage of students prepared for college/career after graduation increased by 7.6%

2. **International Baccalaureate (IB) Diploma Program**
   Current Data Trends:
   - Pass rate comparison between the first cohort (Class of 2019) and the Class of 2023 remained relatively steady (-2%)
   - Overall student enrollment has increased by over 30% since 2019

3. **Advanced Placement (AP)**
   Current Data Trends:
   - The number of students enrolled in AP courses has decreased by 16% since 2019
   - The percentage of students with passing scores 3+ increased slightly (+5%) since 2019

4. **Advancement Via Individual Determination (AVID)**
   Current Data Trends:
   - Student enrollment generally continues to increase since 2019
   - The percentage of 2- or 4-year college/university bound AVID graduates far exceeds that of the entire graduating senior class as a whole (see #1 CCI)
   - Saddleback regularly designates federal Title I funding toward AVID tutors
   - In 2021, AVID tutors collaborated with students to initiate Operation Change, which set in motion regular procedures to analyze and adapt AVID strategies to better address learning needs specific to the Saddleback AVID community

5. **Higher Education Center (HEC)**
   Current Data Trends:
   - Since the last self-study, graduating seniors have earned nearly an average of $350,000 in scholarships
   - Over the past six years, the HEC has hosted financial aid workshops for students and families to assist with the district's newly implemented FAFSA graduation requirement for seniors

Analysis: In accordance with our SPSA metrics in multiple goal areas, Saddleback has adopted a number of strategies to bolster recruitment and retention for both IB and AP pathways. The Guidance department is currently in the second year of implementing Project Do, a schoolwide initiative helping guide and support students down their pathway of choice. Counselors work in conjunction with the HEC, regularly analyzing data to tailor programs to student needs. AVID teachers, tutors, and students have begun utilizing a consistent system of reflection and revision to similarly support our students. AVID's consistent graduation and post-secondary enrollment rates

exemplify a steadily effective interdisciplinary collaboration model. While there are clear positive trends in both IB enrollment and overall AP pass rates, we aim to focus on what approaches and resources can be shared between the two programs to help improve deficiencies. Guided by a similar student-centered focus and common trends among each of these areas, we hope that consistent communication and purposeful, data-driven collaboration will show general marked improvement.

Graduation Report

1. **4-year cohort graduation rates**

   Current Data Trends:
   - While graduation rates have generally hovered around 95%, dashboard graduation data for English Learners and Students with Disabilities remain the two lowest performing sub-categories
   - 100% of the graduating class of 2023 earned a high school diploma
   - From 2020-2023, the percentage of graduates planning to attend either a 2- or 4-year college or university has declined by 8%

2. **Seal of Biliteracy**

   Current Data Trends:
   - The number of Saddleback's Seal of Biliteracy recipients has maintained a steadily increasing trend since the last self-study
   - Requirements for demonstrating both English and Spanish proficiency have changed to accommodate IB seniors, non-reclassified ELs, and 4-year GPA in each subject

   Analysis: Saddleback takes great pride in both its consistently high Dashboard graduation rate standings and regularly increasing Seal of Biliteracy graduates. Graduating classes greatly benefit from the District continuing to provide funding support toward online credit recovery and our Guidance department's commitment to making other credit recovery options available (such as summer school and alternative education). While the World Languages department has traditionally overseen Seal of Biliteracy preparation on campus, the CA State Department of Education has also adapted its requirements to reflect the difficulty students experience reaching the required English proficiency. While the shifting Seal of Biliteracy requirements serve to accommodate more deserving seniors statewide, we believe a data-driven collaboration between the World Languages and ELA departments will further benefit our students beginning in earlier grades. Overall, Saddleback considers the Graduation Report data a general strength.

School Climate (including **Attendance Data**)

1. **Suspension/Expulsion**

   Current Data Trends:
   - Most recent suspension/expulsion percentage has returned to 2018-19 levels

2. **Chronic Absenteeism/Truancy**

   Current Data Trends:
   - Chronic absenteeism/truancy has seen nearly a 10% decrease over the past five years

3. Panorama
   Current Data Trends:
   ● Students have steadily reported both campus safety and knowledge/fairness of discipline, norms, and rules since the last self-study
   ● Significant declines have been reported in academic learning support (-5%) and sense of school connectedness (-6%)
   ● Student participation in extracurricular activities has shown the most dramatic decrease (-17%) since 2018-19

4. Student Senate / PBIS Feedback
   Current Data Trends:
   ● Saddleback has achieved Platinum PBIS status for the past seven years
   ● Nearly 40% of student senate representatives report rarely checking their school e-mail
   ● Student senate feels Saddleback is strong in academic focus, commitment to school facilities, and a supportive/helpful campus community
   ● Student senate reports Saddleback could improve with athletics, school spirit, and providing fun activities/clubs to get more students involved

5. LSP Attendance
   Current Data Trends:
   ● While the average annual number of LSP participants has declined overall since 2018-19, the numbers seem to be gradually increasing since then

Analysis: PBIS Platinum status recognizes upward trends in both chronic absenteeism/truancy and discipline rates overall. These steady rates can be attributed to the collaborative efforts of the PBIS Committee and COST designated student supports to provide clear, consistent communication regarding academic and behavioral expectations (as also reflected in Panorama student feedback about such knowledge and safety). However, the remaining decreasing data categories reflect a persistent disconnect between students and the school: both Panorama data and student senate feedback indicate a schoolwide desire to get more students involved in the school climate. The clear lack of student engagement with Saddleback transcends from extracurricular participation directly into the classroom; teachers and parents both report less meaningful student connectedness. With the existence of current resources such as LSP and TRACK (PBIS), a thorough re-evaluation and analysis of available program data will ultimately help the Saddleback family understand how best to provide social-emotional support across the board.

<mark>Major Preliminary Student Needs</mark>

● Standardized ELA and Math test scores indicate maintenance of the status quo overall, indicating the need for re-evaluation of existing structures and measures.
● Teacher feedback, in conjunction with IB/AP proficiency percentages and district-wide ELPAC trends, indicate a need to focus on writing skills across all subject areas and grade levels.
● Availability of student-centered resources and programming continue striving to address student social-emotional needs, but student feedback still indicates detachment from school environment.
● Though mitigation of learning loss remains the top priority, teachers struggle to balance between the pacing of content standards and deliberate remediation of basic skills.

Important Questions Raised by Analysis of Student Performance and Demographic Data

- How do we provide effective support for students struggling in basic skills, especially in writing?
- How can we leverage educational technology and professional development to address our student needs?
- What existing structures and programs can we adapt to better elevate student performance toward proficiency?
- How can data, specifically for ELs, Special Needs populations, and Tiers 2 and 3 students, guide us to improve student achievement?
- In what ways can we increase stakeholder communication and generate parent/family/ community involvement schoolwide?

Chapter 3
Self Study

2802

Celebrating Student Success

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the schoolwide learner goals/Graduate Profile reflects the vision and mission and impacts student learning and well-being.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district student goals.

A1.2 Equity and Inclusion: The vision and purpose of the school reflect a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: Effective processes are in place to ensure the involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective communication processes with all stakeholders/educational partners to ensure understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
Saddleback High School has developed a vision and mission statement that reflect the needs of our student population and data-driven practices, focusing on growth for inquiry, as well as a celebration of individual differences and perspectives by providing a safe and inclusive environment that encourages open-mindedness for all students. Students are expected to develop effective communication, collaboration, critical thinking skills, research techniques, and self-management strategies to become more balanced and reflective individuals, as supported by the district's Local Control and Accountability Plan (LCAP), Graduate Profile, and the governing board priorities. Educational partners strive to create an awareness, understanding, and respect for individual and civic responsibilities locally and globally in a multicultural, rapidly changing society. The school's mission and vision statement are reviewed to ensure alignment with board policies and are accessible through the school's website. SAUSD has developed a comprehensive Graduate Profile that aims to promote a growth mindset in which students demonstrate resilience and determination to develop into lifelong learners and serve as moral and ethical leaders within their communities. The SAUSD Graduate Profile is aligned with the school district's LCAP goals, the SPSA, and is included our student's yearly planner. School staff promotes the graduate profile characteristics noted in our TRACK (Teamwork, Responsibility, Achievement, Community, and Knowledge) Motto.	Saddleback High School Website Saddleback High School Vision and Mission Statement SHS 2023-2024 School Profile School Plan for Student Achievement (SPSA) Goals Local Control Accountability Plan (LCAP) Graduate Profile

Saddleback High School offers a variety of pathways for all students to be college and career-ready. Students in special education are able to join the various pathways if they meet the set criteria or have access to specialized or collaborative mainstream classes that address their specific needs. Similarly, Saddleback High School's mission and vision reflect Schoolwide Learner Goals, which promote a culture of rigor to prepare students to become lifelong learners and be college and career-ready.

Saddleback's School Site Council (SSC), composed of elected staff, parents, and student representatives, oversees our School Plan and our Title I budget allocation. The SSC team meets to review, analyze, and discuss the current Title I programs and corresponding data to determine the effectiveness of each program. Changes and adjustments are regularly updated on the SPSA. An Annual Needs Assessment is conducted in the spring and involves all education partners, including teachers, parents, and students participating in advisory committees which include ILT, SSC, and ELAC to determine whether to continue or discontinue programs.

One way Saddleback High School attempts to increase community participation is by inviting educational partners to our yearly Local Control and Accountability Plan (LCAP) listening sessions and town hall meetings which are held at the district and site level to review and discuss goals, programs, and funding allocation. Parent, staff, and student input is collected through Thought Exchange, and shared with the district to be reviewed and considered when making district and site-level decisions based on needs, LCAP goals, and board priorities.

Schoolwide learner goals, which are aligned with the LCAP goals, are presented during staff meetings, the Instructional Leadership Team (ILT), advisory committees, and parent meetings. Input from all stakeholders is solicited via Google Forms as an Annual Review Survey to evaluate the effectiveness of goals, programs, and services.

An area of growth is the systematic and explicit data presentation for teachers to analyze student results better to determine students' needs, implement effective instructional strategies, and monitor student learning. As a school, data chats should occur regularly within departments and between teachers and students. Professional development on MAP and SBAC data-driven instruction must be offered to staff.

Summary Analysis:
Assessment of this indicator reveals the school's effectiveness in most elements of this area, as demonstrated by the rigor of our course offerings. However, to increase the level of effectiveness, the school aims to further engage staff and educational partners in reviewing the school mission and vision statements, School Plan for Student Achievement (SPSA), LCAP Goals, SAUSD's Graduate Profile, and Title I budget allocations and resources available. An area of growth is better communication of Title I budget allocations and programs purchased to support English Learners, Special Education students, and other disadvantaged groups. Although meeting minutes are posted on our website, there needs to be a better way to inform the staff of meeting agendas, discussions, the current Title I budget, and programs available to implement in the classroom. An annual review would ensure that the focus remains on student learning and well-being. Stakeholders are invited to learn more about our school, our

Course Catalog

Common Core Standards

CORE Student Survey: Climate & Culture

Panorama Family Survey

Panorama Staff Survey

Instructional Leadership Team (ILT) Minutes

School Site Council Meeting Calendar

ELAC Meeting Calendar

School Site Council meeting minutes

Back-to-School Night

Open House

Administrative Regulations and Board Policies

Parent Pupil Rights and Responsibilities Handbook

SHS 2023-2024 School Profile

| programs, funding sources, and ways to get involved by way of our regularly scheduled meetings such as the Principal's Coffee Chats. Staff aim to grow in understanding student assessments, and how to use data to drive their instruction. Professional development opportunities are offered to increase staff understanding of MAP, SBAC, ELPAC, AP, and IB test scores. Our overarching goal is to increase academic achievement by creating an environment that promotes college and career readiness while giving students a sense of belonging, safety, and community. | |

Criterion A2: Governance

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

A2.1 Relationship Between the Governing Board and the School:
- Explain how the **governing board impacts student learning and well-being**.

Findings	Evidence
Saddleback High School works in conjunction with the school board to implement district board policies and procedures. Santa Ana Unified School District has board policies and procedures to help guide the work between all stakeholders. The SAUSD Board of Education publishes all its documents on the district website such as the Parent Pupil Rights and Responsibilities Handbook, the SAUSD Code of Conduct, Uniform Complaint Procedure (UCP), and the Board Policies and Procedures.

The Superintendent and his cabinet make decisions and communicate with the administration at the school site level. Educational partners are informed via the Superintendent's E-News, advisory committees, Parent Square, faculty handbooks, parent surveys, social media, and emails.

The Saddleback High School community recognizes the importance of the governing board to the school's success. Board Agendas and livestreamed session meetings are accessible through the district website. This enables the community to be up-to-date with current district events, board decisions, and facility updates. For example, our school received Measure M funding to build a new stadium and supplemented it with a Principal-led School Improvement Grant to complete a YouTube Lab, the Nest, and a state-of-the-art kitchen.

Summary Analysis: The Saddleback High School administration works closely with the district executive board and cabinet. Weekly principal meetings take place to discuss board priorities, policies, and other educational concerns. Principals meet with the Instructional Leadership Team (ILT) to communicate the information shared by district leadership. | Administrative Regulations and Board Policies

Parent Pupil Rights and Responsibilities Handbook

Board Agendas

Faculty Handbook (Staff Single Sign in)

Superintendent's E-News

Uniform Complaint Procedure

Student Conduct Attendance and Discipline Policy

Code of Ethics / All Personnel

School Site Council |

Saddleback staff identified a disconnect between the school district leadership and our teachers. School visits and active participation by the superintendent, board members, and cabinet are essential to provide staff an opportunity to showcase our classrooms, events, and programs. The community continues to share and support the vision of the district and the school for educational excellence, as evidenced by the bond measures for new facilities and upgrades, which have benefited students, staff, and the community at large. Community support for the board's goals and policies has had a direct impact on student academic success and well-being.	Bylaws ELAC Bylaws LCAP Workshops Panorama Family Survey ELAC Minutes SSC Minutes Parent Square Sample ParentSquare Announcement

Criterion A3: Leadership for Learning

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

A3.1 Broad-based and Collaborative: The school's leadership, faculty/staff assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement. **A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning. **A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.	

Findings	**Evidence**
Saddleback monitors student progress and program effectiveness through administrative learning walks, advisory committee input, teacher observations, examination of student work, and growth on assessments and student grades. Formal and informal assessments are conducted in each class to evaluate students' mastery of Common Core State Standards (CCSS). Students who need additional support are encouraged to participate in: - Local Scholars Program (LSP) Tutoring - APEX Learning Labs - Santa Ana College (SAC) Bridge Classes - Saturday Language Academy (SALA) - Summer School	Administrative Learning Walks LCAP Goals ILT, ELAC, SSC Agendas Professional Development Agendas/Slides Staff Panorama Survey

The analysis of student assessment data, grade reports, and input from school leadership, and advisory committees make decisions and initiate actions that focus on student achievement of school learning goals, academic standards, and college and career readiness standards.

Weekly leadership meetings are conducted to disseminate pertinent information at the district and school levels. In addition to receiving updates from our school principal, members share the tasks at hand, reflect on current activities on and off-site, and bring suggestions, concerns, or possible solutions to the discussion. Decisions are made based on the information presented and keeping a focus on our School Learner Goals. Items that need further discussion are agendized and taken to our Instructional Leadership Team (ILT) and, in some cases, discussed with each department for additional input. Staff present at the admin meeting include:

- Administration
- IB Coordinator
- Outreach Consultant
- Local Scholar Program Coordinator (LSP)
- Counselor Representative
- Higher Education Coordinator
- Librarian
- FACE Liaison
- District School Officer (DSO) representative
- Office Manager
- Athletic Director
- ELD Coordinator
- ASB Advisor
- Future Ready Coach

Saddleback staff support student learning across all subject areas and through various program options. Teachers meet by department monthly to address grade and subject-specific matters and share strategies to increase student achievement based on data, teacher observations, and student feedback.

Each year, teachers vote on the collaboration on Wednesdays per the Collective Bargaining Agreement (CBA). Collaboration meetings focus on lesson planning, idea exchange, and support. Staff volunteer and attend extracurricular events to support the student body and encourage a positive school climate by supporting student activities and celebrating student achievements.

Students are honored through personalized Inspirational Cards. Saddleback TRACK cards are issued by teachers and other staff to recognize and reinforce positive student behavior, as noted in our PBIS goals.

Summary Analysis: Although data is presented during staff meetings and analyzed amongst advisory committees, Saddleback High School continues to improve by regularly reviewing data and using it to make more sound site-level decisions. In creating a data-driven environment we aim to improve student achievement and address the needs of all students. With the instructional guidance and support of the administrative team, student learning, and well-being will remain a focus by promoting a rigorous, structured, and engaging learning environment that targets student success and continuous improvement.

Data

NWEA Math MAP Results

NWEA Reading MAP Results

Math CAASPP Scores

ELA CAASPP Scores

California Science Test Scores

ELPAC Scores

Wellness Referral Form

Professional Development

Inspirational Cards

Criterion A4: Qualified Staff and Professional Development

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures to promote the professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
Saddleback High School adheres to district guidelines to recruit highly qualified staff with the required credentials and training for available job opportunities. To support professional growth, the administration encourages teachers to participate in professional development offered on-site, virtual, or outside conferences. Professional development opportunities are also offered three days before instruction begins. Teachers are able to interact and collaborate with their colleagues on various topics. On-site Professional Development is offered by our administration, Future Ready Coach, our library staff, and our ELD Coordinator. Areas of focus include: - Staff Handbook Overview: School Policies and Procedures - Active Shooter Training - Ellevation Platform Training - Ellevation Modules, Professional Learning Communities (PLC) - MAP training - SBAC training - AVID training - Career Technical Education (CTE) - Project Lead the Way (PLTW) - IB Certification - Technology (ParentSquare and Aeries Workshops) - Reclassification - Positive Behavior Interventions and Supports (PBIS) - Advanced Placement Workshops - ELD Professional Development - Data and Instructional Strategies - Artificial Intelligence PD - Mandated Reporter and Sexual Harassment Training - California Teachers Association (CTA) - National Educators Association (NEA) - WASC	Professional Development Staff College Education Levels, Staff Meeting Agenda ILT Agenda Collaboration Tutorial Schedule Weekly Walkthrough Google Form Evaluation Assignments Certificated Evaluation Forms Staff Handbook Administrator Responsibilities

Administrators are assigned specific staff members to evaluate based date of hire and departments. Evaluation forms are distributed, reviewed, and discussed during the goal setting, which is conducted within the first two months of the current school year. Probationary teachers are encouraged to participate in the Teacher Induction Program Support (TIPS) within the first five years to clear their teaching credentials. Informal walk-throughs are conducted by the administration throughout the year to gather evidence on instructional delivery and student participation in the classroom. Formal observations are conducted at various times of the year, and feedback is provided during the post-observation meeting. The administration conducts regular check-ins to provide additional support as needed.

The roles of each administrator differ, however, each is assigned specific duties such as counseling, master schedule, registration, school safety, facilities, custodial duties, PBIS, discipline, and COST. Our IB Coordinator oversees the IB program and assists with other administrative duties.

Summary Analysis:
Saddleback offers professional development opportunities to impact student achievement. Through informal and formal observations, data is gathered to document instructional strategies implemented in the classroom and determine how to better support and engage teachers and students in the classroom.

Criterion A5: Resources

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts **student learning and well-being**.*

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.
A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.
A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.
A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
Saddleback High School receives Title I funds to support the learning of students, close the achievement gap, and enable the students to meet the state's challenging academic standards. The SSC oversees Title I funds and is responsible for developing, implementing, monitoring, and reviewing the SPSA. Throughout the school year, SSC monitors school goals and ensures Title I funds are used adequately to improve academic achievement. A yearly Needs Assessment is conducted to gather feedback from all stakeholders to evaluate the effectiveness of Title I Programs based on student data, teacher observations, and parent and student feedback.	School Plan for Student Achievement (SPSA) Goals Local Control Accountability Plan (LCAP)

The district budget department provides a proposed budget for the upcoming school year. The SSC develops priorities based on need and proposed funding. SAUSD ensures funds are effectively allocated based on federal Title I guidelines and are approved by SSC members.

Each department is issued additional funds to purchase instructional materials. At Saddleback High School, textbook and technology are issued by our site librarian during Program Verification. Our Future Ready Instructional Coach provides technology support for teachers and students throughout the year. This creates an ideal situation to promote academic achievement.

Our school Safety Plan is reviewed and approved by the SSC on a yearly basis to ensure the safety of staff and students. Drills such as fire, earthquake, and active shooter are conducted to prepare students and staff in case of an emergency. To make sure our facilities are well-maintained, periodic checks are conducted throughout the campus by custodians, District Safety Officers (DSO's), and administrators.

Summary Analysis:
At Saddleback High School, the distribution of resources and allocation of funds is based on our students' needs. There is input from various stakeholders to confirm the appropriate and equitable distribution of funds is fairly allocated. An improved system for communicating the policies and procedures for acquiring and maintaining adequate instructional materials and equipment needs to be implemented with staff.

ILT Agenda

Staff Meeting Agendas

District policy for adopting books

Board-Adopted Textbooks

Destiny reports

District Technology Plan

Employee Use of Technology Board Policy

Custodial Clean-up Schedule

Work Order Form

Williams Uniform Complaint Procedures

Williams Act Visit

Annual Budget Summary

Student Activity Report

Class and club advisors training materials

Roadrunner Return Flyer

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength
1. Saddleback High School consists of a robust college and career readiness program aligned with our Board Priorities, Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and Graduate Profile.
2. The administration works closely with the district executive board and cabinet. Weekly principal meetings take place to discuss board priorities, policies, and other educational concerns. The principal meets with the Instructional Leadership Team (ILT) to disseminate the information shared by district leadership.
3. Saddleback High School has established procedures to effectively supervise and evaluate school staff.

Areas of Growth
1. Data is presented to advisory committees, however, more needs to be done by staff to analyze data to determine students' needs, implement instructional strategies, and monitor student learning. As a school, data chats should be taking place amongst departments and between teachers and students. Professional development on MAP and SBAC data-driven instruction needs to be offered to staff.
2. There needs to be a better way to inform the staff of advisory meeting agendas, discussions, current Title I budget, and programs available to implement in the classroom.
3. Increased visibility and participation of the local governing board at our school events, classroom visits, staff meetings, and other functions.

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum
Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the rigorous and relevant curriculum impacts student learning and well-being.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings	Evidence
Saddleback High School implements the curriculum in a practical, rigorous, relevant, and coherent way through educational/digital school programs, lessons, and extracurricular resources. Additionally, each course offered is aligned with Common Core state standards, which ensures rigor and coherence.	DWA, MAP testing, SBAC, ELPAC, SAUSD curriculum maps, NoRedInk, approved SAUSD reading lists California Standards and Frameworks SAUSD Graduate Profile DWA student score report
Faculty and staff at SHS prioritize staying updated on current trends, research, and the incorporation of technology. Across various subjects, distinct platforms, online tools, and applications are employed to aid learning. Technology is seamlessly integrated into all subjects to equip students for success in college and career pursuits. In addition, teachers use consistent systems and technologies across classes to increase students' familiarity with programs used in their college and career paths.	AP Classroom resources, NoRedInk, MyAccess, Grammarly, TurnItIn.com, IB/MYP on-site training, Google Classroom, Canvas, Aeries grade reporting, weekly email of D/F lists, APEX, Flipgrid, Gimkit, Quizziz,and Padlet, Rhythm Randomizer, SoundTrap Example of Google sheets data analysis Example 2
All AP, AVID and IB courses schoolwide operate on syllabi approved by the appropriate governing organization for the program.	Approved AP and IB syllabi
Teachers who are a part of the multiple pathways of our school, such as the IB, AP, and AVID programs, consistently participate and engage in professional development opportunities to improve their knowledge and stay up-to-date with data-driven teaching strategies.	On site and off site MYP & IB trainings, AVID site, district, & regional trainings, AP training through district & college board
Students are prepared academically through core classes, English, Math, Science, and Social Science, by promoting skills such as, critical reading, writing & thinking, effective oral communication, self-reflection, and collaboration.	IB Learner Profile
Summary Analysis: Saddleback teachers have seamlessly transitioned to a digital curriculum, fully embracing Google Classroom as one of our central platforms. Additionally, teachers consistently connect within their department to review changes to standards and reflect on their previous teaching practices. This allows teachers and departments opportunities to change and shift their teaching approaches to best fit the current needs of their students, in order to maintain a rigorous and relevant curriculum.	Assessment menus, shared rubrics, IB/Pre-IB grade bands, common scoring, and weighting by departments, pacing guides, student-led inquiry assessments (written & verbal), Senior Portfolios & exit interviews

	Monthly course-alike meetings, common final exams, Transition to Digital Senior portfolios, [access to digital textbooks and 1-1](#) Chromebooks, PUSH grade-level conferences, vertical alignment MYP/IB

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.
B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

Findings	Evidence
Saddleback High School has course offerings designed to allow students multiple options and pathways to choose from. Each of these pathways is designed to meet the A-G requirements and follow the Common Core State Standards, which ensures students receive rigorous and relevant material. Departments such as Math use district pacing guides and common assessments in order to provide equitable tests for students in the same courses. As seniors, students work within their English class to build career readiness skills within an effective communication framework through the implementation of the Senior Exit Portfolio District assignment. Students engage in a senior exit interview and acquire essential skills, including crafting cover letters and resumes, while reflecting on their careers as students. Furthermore, technology is used and embedded within each class and is used on a daily basis by teachers and students to achieve their common goals. **Summary Analysis:** The curriculum available effectively aligns with our school's learner objectives, academic benchmarks, and graduation criteria, as evidenced by student achievements. Our report shows a degree of interconnection between different subjects. However, fostering deliberate connections and more intentional integration with college and career aspirations could greatly benefit students. This enhancement would increase students' chances to practice writing, listening, and speaking skills that align with our school's overall learning objectives.	MYP, AP, IB, Seal of Biliteracy, Senior Portfolio, CTE programs, the ubiquitous use of Google Classroom & Canvas, college tours, mandatory FAFSA completion, SAC enrollment for Seniors, dual enrollment for Seniors. 　📄 College Wednesday.png Each classroom is equipped with a ViewSonic or projector for broadcasting images and important information. Math common assessments here. [California Content Standards](#)

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
Saddleback administration regularly communicates with our feeder schools' admin team and counseling department regarding registration, recruitment, and partnerships. Prospective students are invited to an	

Orientation Day to ease the transition for high school students. Additionally, Saddleback collaborates with local businesses, non-profits, and organizations, such as the military, and college prep programs, to showcase different options and choices for students' future career options. Furthermore, Saddleback High School offers dual enrollment opportunities and college counseling that eases the transition for students entering higher education. Higher education workshops, conferences, and resource fairs are offered in collaboration with community partners and colleges, with the aim of enriching students' educational experiences, while showcasing various opportunities available to students. The counseling staff advises students on transcript plans during one-on-one meetings with students and helps answer any questions or confusion that students may have. The higher education center helps students register for Santa Ana Community College and informs them of the offers of free on-campus registration, tours, and tuition-free enrollment for two years. Subsequently, the higher education center provides a multitude of opportunities to participate in free college tours. **Summary Analysis:** The results illustrate the effectiveness of school and community partnerships, counseling interactions with students, and consistent administrative contact in enhancing student achievement and expanding their post-high school opportunities. The school also provides opportunities to help students transition to high school, through high school, and to life beyond. These opportunities ensure students are well-informed about their options after graduation and assist them in navigating the college application and financial aid process before they complete high school.	Feeder schools registration/recruitment/ partnerships: 📄 Coffee with the principal.pdf Student orientation: 📄 Roadrunner Return 2023 Flye… Resource fairs/collaborations: 📄 STUDENT North Orange Cou… Santa Ana College: 📄 Saddleback_Outreach Rep fly… Dual Enrollment: 📄 Spring 24 DuE QR Flyer (1).pdf Workshops/Conferences: 📄 Senior 101 Workshop Flyer.png Counselor meetings: **Counselors have a spreadsheet for all of their 1-on-1s during tutorial, as well as for Project Do** College Tours: 📄 SAUSD Spring 2022 Tours.pdf

Criterion B2. Equity and Access to Curriculum

Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts student learning and well-being.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.		
Findings		**Evidence**
Saddleback High School offers a wide range of curricular and extracurricular programs tailored to meet student's diverse needs and interests. Exposure to these programs begins when students visit Saddleback in middle school and continues each year. During these visits, counselors visit their classes to explain program details and registration processes, allowing students to choose their courses. This involvement continues yearly, with counselors meeting one-on-one with students to discuss individual career/college plans and help select suitable course pathways.		Grade Level Registration forms with detailed Graduation Course Requirements Registration form- 📄 2022-2023 Registration 9.pdf 📄 grad req.png 📄 a-g req.png Career Technological Education - we connect students to the CTE website

- AP and Honors classes
- IB Classes
- Pre-IB classes
- PLTW
- A-G Pathway
- Extracurricular/Clubs/Electives (see Club Listings)
- Electives (list all)
- Community Service opportunities

The SHS Higher Ed Center is integral in the process of preparing and facilitating the transition to college/and or career. Among the events are College Representative visits, college nights, counselors visiting history classes to inform students, Financial Aid workshops, and district paying for all AP/IB/PSAT exams.

Summary Analysis:
Saddleback High School prioritizes a comprehensive approach to education, offering various curricular and extracurricular options to cater to students' diverse interests and needs. Beginning in 7th grade, students work with their counselors to select programs and courses that best fit them. Through these choices, students are provided with a robust framework for academic and personal growth, while being offered guidance, opportunities, and resources to help them succeed academically and in their future pursuits.

The school starts engages all students by providing them with exposure to different programs and involving counselors in the course selection process.

and the Counselors, flyers are displayed throughout the counseling center
- Spring Courses 2024 (1).pdf

Dual Enrollment - we have a Santa Ana College Representative that we connect with the student
- Spring 24 DuE QR Flyer (1).pdf

Student Work Permits-
- Work Permit Application (1).pdf

We provide an all-day conference for juniors and seniors where specific information is given regarding, Graduation Requirements, UC's & Cal State requirements as well as community college information and help each student set up their accounts, Financial Aid information, FAFSA-
- Save The Date FA Flyer Oct. …

AVID
College Fairs
College/Career Lessons
Personality/Career Quiz

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
Multiple classes integrate real-world contexts into their content, fostering an environment that encourages student exploration and inspiration. This incorporation of tangible, real-life scenarios within the curriculum provides students with opportunities to engage deeply, connect concepts with practical applications, and ultimately, cultivate a richer understanding of the subject matter. All core academic courses connect and present students with real-world contexts to analyze and dissect. Special Education students, accommodated through their IEPs, are enrolled in collaborative general education courses in the departments where they are mainstreamed. In core classes, students are accommodated with instructional paraprofessionals.	Pre-IB Global Context for each unit of study 7th Grade Unit 1: Competition and Cooperation Data Collection and Analysis (IDS) Analyzing Snacking Habits Evaluating and Analyzing Claims Practicum (summative Project) Cross-Curricular projects for Pre-IB Community Service Projects for Pre-IB

In addition, SHS offers self-contained special education classes for students who have a higher level of need. Students participate in weekly Community-Based Instruction where they can apply functional literacy and math skills learned in the classroom. Students do an annual holiday fundraiser where they earn money for classroom field trips, practice job skills like greeting, seating and serving guests as well as perform an original skit while practicing their social skills. Through the Workability program, at the age of 16, mild/moderate special education students are given the opportunity to gain valuable/paid work experience working at a variety of different types of businesses in the community. 12th-grade students are eligible to participate in an employment skills class which is developed and funded by the Department of Rehabilitation. These students are also given an option to obtain work experience in the community which includes job coaching if necessary. **Summary Analysis:** Multiple courses at Saddleback offer contextualized problems and lessons for students to engage in, creating an opportunity for them to connect their learning with the world around them. Students in all programs work within these contexts, as students formulate connections and establish patterns based on their unique experiences.	IB IA contexts IEP/504 Accommodations [Community Based Instruction & Holiday Fundraiser:](#) Telling time, planning out daily schedules, bus routes, monthly activities calendar Market Math: reading receipts, dealing with change, dollar up, expiration dates, comparing prices, Creating a shopping list and budgeting. Workability Program Transition Partnership Project VAPA: - Dance: [Boca de Oro Festival](#) [JAMZ Competition](#) - Choir [Caroling at John Wayne Airport](#) [Forum Music Festival](#)

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	**Evidence**
Technological programs and social media pages allow the administration and the district multiple modes of disseminating important information to the entire community quickly and efficiently. Parents and students also have access to student grades at any time using Aeries and Google Classroom. Parentsquare and updated Aeries contacts allow staff multiple means of communication with parents and guardians. Furthermore, teachers provide syllabi to both parents and students that contain available modes of communication, grading scales, and additional resources that will best prepare their students for academic success. **Summary Analysis:** The administration stays up to date with the latest means of communication to most effectively communicate and collaborate with the entirety of the Saddleback community. Through such means as social media and other online platforms, information from school leaders and members of the community can be shared and exchanged fluently. Additionally, teachers communicate with parents and guardians early in	Student Senate Student representatives on PBIS Team [Principal Coffee Chats](#) Parentsquare for quick and efficient communication with parents Program Verification Support Sbroadrunners.com - athletics website used to disseminate important information.

the year via syllabi being sent home and follow this process throughout the year via a multitude of communication means including digital and in-person modes.	Saddleback Instagram, Parentsquare messages from admin + FACE liaison, Higher Ed, text messages of important notifications.

ACS WASC Category B: Curriculum
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength
1. Multiple rigorous academic pathways are offered for students to choose from, creating various opportunities for students to meet the learning goals and graduate profile defined by the school.
2. Specific platforms, online tools, and applications are utilized in each subject area to facilitate learning. Technology is embedded in all content areas to prepare students for college and career readiness.
3. The SHS Higher Ed Center is integral in preparing and facilitating the transition to college/and/or career.

Areas of Growth
1. Develop and implement strategies to improve the communication of the district's graduate profile, LCAP, and SPSA goals.
2. Create interdisciplinary learning opportunities that connect different subjects, allowing students to see how knowledge is integrated across various disciplines, bridging the gap between different subjects and preparing them for a dynamic and interconnected world.
3. Provide ongoing training, workshops, and support for teachers to adapt to changes in the curriculum, adopt new methodologies, and integrate best practices effectively.

Category C: Learning and Teaching (6 pages maximum for Category C)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.	
Findings	**Evidence**
Students have opportunities to participate in collaborative efforts in subjects like math, which employ group tests and quizzes; however, there's inconsistency in student participation during quizzes, indicating a need for increased engagement strategies. Increasingly, teachers, especially in the sciences, have reported success in embracing a more inquiry based learning model. By framing a lesson through a driving question, more students have the opportunity to ask their own questions, make observations and engage in critical thinking without a heavy need for content frontloading. Teachers create diverse learning tasks to engage students. For example, science integrates hands-on experiments, math utilizes board work, and history incorporates role-playing, simulations and mock trials. In Special Education, students are able to practice tangible life skills such as ordering food in a restaurant, or using different methods to pay for goods. Moreover, Teachers have embraced Project Based final assessments in addition to or as a replacement for more traditional test based finals. This has allowed students to showcase knowledge in creative ways that reduce testing anxiety; additionally this often allows for more student choice in content. Despite efforts to create engaging tasks, some students exhibit low buy-in, favoring immediate answers over embracing the thinking process. Addressing this challenge requires a balance between interactive instructional methods and foundational knowledge building. Teachers work proactively to address these challenges by building relevance and establishing real-world connections. Learning tasks and formative assessments are used to foster student agency. A notable challenge is the lack of cross-collaboration or time opportunities to do so between subjects. While commendable strategies are implemented within individuals or small groups, a school-wide systemic approach that encourages collaboration is needed. Teachers in different departments are often not as aware of the strategies or language adopted in other subjects.	[Inquiry Based Learning](#) [Diverse Learning Tasks](#) Sped Weekly Community Instruction [Project Based Final](#)

In instances where cross curricular collaboration has been built, as a unit project or topic of study, it has been fruitful. Teachers report a deeper understanding and enhanced mastery of topic content across subject areas; for example, a deeper knowledge of how to read and understand graphs has come from student practice in economics class, a social studies discipline.

Teachers, especially in the Spanish Department report some difficulty when it comes to oral activities. Students often struggle, and there is limited participation due to the fear of being in the spotlight. To address this, teachers have developed additional oral activities where students can present with a partner or in groups, providing them with a sense of support and companionship.

Summary Analysis:
Saddleback teachers are continuing to embrace instructional techniques that put students front and center. While some direct instruction continues to be necessary to frontload challenging vocabulary or build in necessary factual context, direct instruction is only one among many strategies implemented by saddleback teachers. Students are frequently able to take ownership of their learning experiences; this can take many forms, including peer collaboration, simulations, modeling, oral activities and others. Students are also able to select meaningful content areas or assessment topics to elicit more authentic engagement. When students take full advantage of these opportunities, teachers report greater mastery and retention of material. Nevertheless, it has been an ongoing challenge to consistently achieve high levels of participation and buy-in from all students. Saddleback will continue to foster relationships with the student community and provide varied instruction to enhance the culture of learning.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.	
Findings	**Evidence**
Across subjects, pre-assessments play a crucial role in presenting standards or building performance expectations. For example in science, this involves exploring phenomena, while in English, it includes comprehensive topic introductions and effective prompting to prepare students for upcoming content. Formative assessments are diversified, including progress checks and skill-based applications. Gamification is utilized among all departments to enhance student engagement. In science, the incorporation of NGSS standards, focusing on discovery and process over mere facts, aligns with the broader goal of fostering a deeper understanding of concepts, particularly in science phenomena. The utilization of IB published rubrics and standards is a consistent practice course alike to prepare students for exams. This aligns with the idea of fostering consistency and shared expectations, particularly through course-alike discussions. Individual departments make use of additional shared strategies and common language such as the writing strategy TEPAC in ELA or WICOR in AVID.	Diversified formative assessments Writing Strategies Spanish Rubric

Teachers provide students with samples of student work at different levels of success to demonstrate the process of providing feedback and revising and assessing work according to rubric guidelines. Teachers emphasize the practice of breaking down assessments and prioritizing individual improvement.

Summary Analysis:
Students' understanding of the standards and expected performance levels is evidenced through incorporation of various pre-assessments, formative assessments, and published and standardized rubrics. Students have learning experiences that prepare them for the learning content and provide them the opportunity to consistently check their understanding with feedback. The presenting of student work samples and artifacts demonstrates to students a clear progression of understanding and mastery. While Saddleback utilizes shared instructional strategies, creating additional opportunities for cross-disciplinary collaboration can further strengthen the overall coherence of teaching practices and contribute to a more integrated and enriching learning experience for students.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions
- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
Teachers utilize technology in the form of gamification for engaging formative assessments (e.g., Kahoot, Blookit, Quizizz) with high participation rates. This approach enables effective tracking of student progress and data, informing instructional adjustments. Saddleback has renewed subscriptions to premium tiers of membership for Quizizz which allows for a greater range of game features, adding to the enjoyment, but also allows for a greater tracking of statistical information which helps teachers manage and track progress.	Gamification Saddleback Quizizz landing Page ✚ SHS Staff Tutoring
Technology extends beyond assessments to develop technical and creative skills, such as the senior portfolios. This holistic approach underscores a commitment to nurturing diverse skill sets among students.	
In science, simulations visually enhance complex concepts, aligning with best practices for experiential learning. This hands-on approach fosters a deeper understanding and visualizing abstract concepts. Similar approaches have been used in Social Studies through digital choose your own adventure paths and simulations.	Visualizing strategies: 'Cold War Commander' Game Science: Concord Simulation

Inclusive practices are evident, with tools like text-to-speech supporting students with special educational needs. Integration of Google Translate, Grammarly, and AI tools caters to diverse learning styles and needs. In addition, new funding and technology have allowed for the provision of additional opportunities for teachers and students to incorporate video editing, podcasting, digital music production, and other 21st century skills in the classroom.

Summary Analysis:
 The emergence and availability of new technologies, assistive applications, and instructional devices has helped support teachers in meeting student needs. Teachers are invested in creating a wide array of meaningful learning experiences that connect student experience to the classroom. There has been success in building engagement and helping teachers organize formative learning. However, this process has also uncovered areas of potential growth. Teachers have uncovered ways in which students need explicit reinforcement in technological skills and literacy which can range from digital research methodologies, internet communication protocols, and overall efficiency. Addressing this gap would allow students to fully leverage digital tools and navigate real-world problem-solving scenarios.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	**Evidence**
Integration of projects in English and AVID assignments with choice boards enhances student buy-in and participation, fostering a sense of ownership and engagement in their learning. In physical education and science, students actively contribute to their learning by designing their own questions and exploring driving questions. This promotes strategic thinking and empowers students in shaping the direction of their education. This is also a standard practice for all IB classes, where candidate students are expected to design and create internal assessments for each subject that revolve around student created research questions and student curated resources. Teachers make efforts to connect content goals to topics that highlight elements of real world events, student culture and background experiences. Student voice is highlighted in speeches, debates, and projects, though teachers report that discussions can sometimes be dominated by stronger students. Strategies to ensure equitable participation will enhance the learning experience for all students. Teachers recognize the need for more writing opportunities, reflecting on students' struggle in writing abilities and emphasize the importance of refining students' writing skills through various learning opportunities to align both student agency and career preparedness.	Student Choice Spanish/History/SpEd: Equity Sticks, Think Pair Share, Numbered Heads Together,

Summary Analysis: Saddleback prioritizes student voice and agency through the implementation of projects, choice boards, and active contributions in various subjects which foster student buy-in and ownership of learning. While student voice is evident through the engagement in speeches, debates, and projects, strategies are needed to ensure equitable participation in discussions. An area for growth is providing more writing opportunities, with teachers recognizing the need to refine students' writing skills for better alignment with both student agency and career preparedness.	

WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Teachers at Saddleback have made great strides with the prevalence and integration of 21st century technology in the classroom, demonstrating increased fluency and comfort in using current digital tools and available assistive technologies to help guide lesson design for student instruction.
2. Student choice and agency is more strongly incorporated into instructional practices now more than ever: students drive inquiry, select topics of interest, and are provided multiple methods to demonstrate mastery. Instruction is differentiated according to needs expressed by students.
3. Teachers leverage a wide variety of formative assessment to monitor student progress and make more informed choices on pacing, remediation, and expansion of learning; methods range from traditional and product-generative to more casual and "gamified."

Areas of Growth

1. Many students are well behind grade level in certain foundational writing and technology skills, leaving teachers to struggle balancing content and skill mastery during instruction. As a result, teachers feel pulled in opposing directions to balance the needs of content pacing with skill reinforcement in areas such as digital literacy, writing in different registers, and internet research.
2. Student participation across the board seems to be lower than teachers desire and/or expect; staff must collaborate to implement ways to re-ignite curiosity and engagement, while supporting low-stakes interaction to alleviate student anxiety.
3. While teachers are eager to buttress skills, methods, and identified best practices from other subject areas, there exists an isolation from other disciplines stemming from the lack of available time and organizational guidelines to build cross-curricular collaboration.

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process
Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
Saddleback High School uses both formal and informal assessments as evidence of student progress. Teachers of core subjects as well as electives regularly administer culminating unit tests from textbooks and teacher-created curriculum that align with the California State Standards. Teachers also rely on informal assessments such as checking for understanding through exit tickets and random callout. State mandated and district wide assessments, such as the SBAC, MAP, and the District Writing Assessment (DWA), are administered to the student population. Resulting data is posted in the AERIES system, to provide transparency in collecting, disaggregating, analyzing, and sharing student data. AERIES provides up-to-date attendance records, live grades, and all test scores. SHS teachers are required to input a minimum of two grades per week as per principal expectation. In addition to daily access, parents receive six and twelve week progress reports via US mail. Teachers utilize a wide variety of methods to deliver grade checks directly to parents. In addition to AERIES reporting, ELPAC scores are mailed home to parents and students through the state. As a district, SAUSD sends home letters that include student scores, noting EL classifications, and what requirements are needed for reclassification. SHS staff utilizes the results of end of unit exams to determine learning gaps. Data from these assessments is used to determine student misconceptions when preparing for re-teaching, direct future instruction, and creating future assessments. SHS utilizes monthly course-alike and department meetings to create assessments and analyze student results in order to guide lesson planning and instruction. All subjects use a variety of teacher developed formative assessments to check for student understanding. In the math department, formative and summative assessments of all types are used regularly, throughout the semester which provide teachers with content that has not yet been mastered and needs to be reviewed throughout the semester. Formative assessments are implemented, adapted, and re-formatted for best use for the students. For the teachers, they serve to check for student understanding and results can guide classroom instruction.	Aeries parent and student portal access Report card, 6 and 12 week progress reports SBAC Score Report mailed home annually (includes math and reading) Plan Review/Eligibility Evaluation IEP Meetings [Examples of Teacher Developed Formative Assessments](#)

SHS makes data available to teachers through platforms such as Ellevation, which enables teachers to design more thoughtful lessons for EL and all students. Teachers provide test scores to students, parents and other stakeholders through Aeries.	
Teachers use standards-aligned curriculum developed by collaborative efforts between sites (content area teachers) and the district (curriculum specialists). These standards are communicated to all stakeholders through Google Drive, Wakelet, and the district website. This regularly occurring collaboration provides updated frameworks and research-based instructional shifts.	Ellevation
Each department adheres to common grading practices, such as accepting late work and offering test retakes/corrections. Departments agree upon specific grading expectations to maintain equity amongst the department and the course alike classes. For example, individual teachers create and practice their own grading policies aligned with their course syllabi.	Curriculum Maps
SHS students have access to 1:1 chromebooks which assist in the implementation of digital assessments, guided/independent practice, and help with communication among students and staff (teachers, counselors, admin, etc). Each student is assigned an electronic device during enrollment which allows for access to a variety of testing platforms, both formative and summative. Students and their families have free access to hotspots if necessary at home.	
Teachers use Google Classroom to keep parents involved with assignments and subject matter. Parents can access this platform and determine what assignments are missing or upcoming. Absent students can check each online platform to stay informed and begin assignments.	Google Suite
Administration gathers and evaluates grades every six weeks. Results are distributed to department chairs and athletic coaches through an excel spreadsheet. Department chairs conduct informal meetings with department members to identify commonalities, weaknesses and trends that will help students progress. Athletic coaches use this data to assign tutoring, determine eligibility, and provide encouragement. Counselors access grade analysis documents to determine whether a student should take a summer school course for credit recovery, APEX Learning Labs, or enroll in tutoring.	D-F Report(Teachers and coaches)
Grades are determined by student performance on independent practice, guided practice, formative, and summative assessments. Teachers use the board-adopted curriculum as well as other resources to supplement and review instruction when needed.	
Summary Analysis: SHS teachers and administrators use AERIES to share data with all students and parents regarding their grades, attendance, and test scores. Teachers utilize Google Suite to communicate with parents and students in order to support student learning. With students having access to a Chromebook at home, teachers are able to assign online assignments that are to be completed outside of the classroom. Teachers use six and twelve week progress reports to inform instruction. Teachers communicate and use fair grading policies to assess student learning to make each class equitable.	

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
SHS strives to have equitable classes for each course. Teachers give course-alike developed summative assessments, follow an agreed upon timeline, and allow time for teachers to collaborate based on their course-alike teams. California Common Core State Standards (CCSS) are utilized in all classrooms and are used to determine student achievement. Departments and course-alike groups meet regularly to determine focus standards and to develop course-alike developed summative assessments based on these standards to ensure student-centered growth opportunities for all students._ SHS uses state tests, district tests, and classroom grades to demonstrate achievement of those standards. SHS uses this data with the goal of improving student outcomes and achievement, measuring growth, and direct instruction._ Santa Ana Unified and SHS analyze and disaggregate data formally and informally to determine student growth and performance. SHS uses digital management tools such as Ellevation to monitor EL/RFEP and aid in reclassifying language learners._ **Summary Analysis:** While our math department consistently uses course-alike developed assessments and has created a common grading policy, other departments have course-alike developed finals and summative assessments. Teachers strive to provide equitable content within each course and to provide students with a balanced grading scale within each class. The school will benefit from transforming course-alike assessments to common assessments that are data driven.	Course alike developed assessments MAP Test California Common Core State Standards Collaboration Meetings Ellevation

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress
Directions
- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Findings	Evidence
Teachers use formative assessments to measure student progress and to determine what concepts need to be retaught prior to the summative assessment. Students are assessed both formally and informally in multiple forms that include quizzes, gamification, random call out, class collaboration, warm ups, exit tickets, and	Examples of Teacher Developed Formative Assessments

projects. Students are assessed through online platforms such as Kahoot, Kuta, Blooket, Math99, Desmos, Delta Math, Turnitin.com, Google suite, Quizizz, MyAccess, StudySync, and No Red Ink. This allows teachers to draw from multiple means of assessing student growth and to help understand where learning gaps have occurred. Teachers determine whether the timeline needs to be changed to benefit student learning.	Online Platforms
Once a year, English language learners (EL) complete the ELPAC, which shows their growth in reading, writing, listening, and speaking. ELPAC results function to determine each student's level of language acquisition and helps teachers to differentiate instruction.	SBAC

ELPAC |
Special education teachers monitor student growth based on their IEP goals. Case carriers meet yearly to analyze student accommodations and their progress.	Student IEP
The SBAC exam is administered during the spring semester to 7th, 8th and 11th grade students.	
Summary Analysis: Students are assessed formatively on a regular basis, using quick and accessible methods, such as exit tickets and warm ups. Teachers give formative assessments that are routine and familiar to the student, to gauge student learning and to determine incomplete knowledge. Formative assessments are given in a variety of forms to acclimate students to test taking. Teachers use yearly assessments to determine student growth and learning needs.	

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.	
Findings	**Evidence**
Teachers give feedback to students on a daily basis and monitor student progress over time based on academic standards and course syllabi. All teachers are required by admin to create syllabi for all courses taught. Syllabi are posted on the school website, found under the teacher's name. All teachers are required to go over their syllabi and course readings during the first week of instruction. Teachers design syllabi that allow for a clear understanding of the required coursework and general expectations.	Syllabi

Google Suite

Delta Math

Desmos

Student Choice Assessments |
| Assessments are aligned with differentiated instructional practices. For example, ELA and social science assessments offer student choice of topic or modality. Teachers adhere to students' IEPs in order to assess the student strengths. | |
| All teachers use digital platforms such as Google Classroom, Canvas and MyAccess. Teachers provide timely, digital feedback which allows for pointed evaluation, constructive criticism and, in some cases, additional tasks that help students meet the standard or expectation at hand. The math department often uses applications like Delta Math and Desmos for their classroom assignments and activities. Desmos allows teachers to view each student's screen to give immediate feedback and share other classmates' responses with the class to further understanding. Delta Math allows for teachers to check for student understanding on specific problems and | |

provides students with examples. Delta Math also allows teachers to see individual student progress to pinpoint what concepts need to be retaught.	
During tutorial periods in ELA classes, counselors conduct one-on-one meetings with students to discuss credits, A-G requirements, and graduation eligibility. This practice serves to allow for students' understanding of any insufficiencies and to help determine whether students need credit recovery.	Counselor Check-ins
Formal progress reports are used to give feedback to parents and students every six weeks through the Aeries grade reporting platform. This six week time interval allows teachers to interpret student gaps/needs, aim to provide alternate learning, test retakes, or further tutoring to allow for student improvement.	
When EL students have a D or F in English or math, teachers report accommodations and ways of tailoring instruction through the Ellevation platform.	
Summary Analysis: Technology has been an advantage for our student growth. Students have the ability to access their classes from home, receive immediate feedback from their teachers, and have access to check their grades on AERIES. Google Suite also provides parents and students access to the class and keeps the line of communication open to the teachers through email. In particular, ELA and social science teachers use comprehensible, student-centered assessments that offer student choice.	

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
Teachers are using formal and informal formative assessments as well as summative assessments to measure student understanding and to help guide further instruction. Within our course-alike teams, teachers review the agreed upon timeline and adjust according to student understanding. These adjustments are made during our monthly collaboration and department meetings.	Department Meeting Minutes
Students show academic progress through both informal and formal formative assessments. These informal and formal formative assessments include exit tickets, warm ups, random call out, classroom discussions, group work, projects, and onlines platforms including Kahoot, Blooket, Turnitin.com, Desmos, Math99, and Delta Math. These assessments give teachers data to determine whether they need to reteach or adjust the current class timeline to further student understanding.	Online Platforms
During the spring semester, SHS seniors participate in Senior Exit Interviews, where they discuss their work and achievements with panelists. Student work and achievements are showcased in their digital Senior Exit Portfolios.	Senior Exit Portfolio
Summary Analysis: Teachers use a wide variety of online platforms to assess students and to gauge understanding. Teachers use their monthly collaboration and department meetings on Wednesdays to review their timelines, make adjustments to their courses, and to help guide further instruction. Senior Exit Portfolios take a very important role in demonstrating student achievement. Students are required to	

| complete an online portfolio that demonstrates their growth throughout their time at SHS. Students are then required to go through a formal interview with a panel of four SHS staff members. | |

ACS WASC Category D. Assessment and Accountability Summary
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength
1. Students are provided a comprehensive array of opportunities for grade improvement: teachers offer test retakes and/or corrections, as well as equitable, flexible grading/submission policies.
2. All students have access to standardized assessments on digital platforms with one-to-one district-issued devices.
3. Students demonstrate knowledge through student centered assessments, such as projects, labs, and portfolios, that break the traditional testing models of mastery.

Areas of Growth
1. Our staff requires more opportunities and guidance to disaggregate and incorporate available data to inform instruction and spearhead more effective student academic support practices.
2. We must focus on increasing student writing scores and consistent use of academic language by implementing collaboration across all subjects.
3. Students must engage more frequently with relevant content and deeper levels of thinking through planned cross-curricular activities.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how family and community involvement impacts student learning and well-being.

E1.1 Strategies and Processes: The school implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.
E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.
E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
Saddleback High School family involvement with educational options and campus activities begins with Roadrunner Return program verification before the start of the school year. During this event, parents/families can come on campus to connect with programs and athletic teams. Families also take student and staff-led tours, and register their students for classes. Previously, these tours were provided on the first day of school. Both students and parents/guardians have the opportunity to attend Back to School Night where we showcase different dance groups, bands, and our choir among other talented student performances\. Pre-college programs, Family and Community Engagement Liaison, community organizations, and the counseling team have information booths to share different opportunities available for our students. After this portion of the program, students and parents/guardians are invited to rotate from 0-7 period for parents to meet their student's teachers. At Open House in the second semester, departments, career technical education, pre-college programs, athletic teams, and clubs on campus showcase what they have to offer along with highlighting student achievements. English Learner Advisory Committee - (ELAC) consists of individuals who are parents/guardians of English learners (EL), who gather every month. This group works together to develop assistance and educational programs for parents/guardians of EL students, equipping them with the necessary resources (understanding programs and support for EL students -) to ensure their children's success in obtaining a high school diploma and transitioning to post-high school aspirations. To enhance communication, we employ a full-time (bilingual) Family and Community Engagement (FACE) liaison who is proficient in Spanish and can serve as a translator. The FACE liaison is responsible for overseeing the Wellness Center, which functions as a central location for parents, family members, staff, community members, and partners to collaborate, exchange information, and access community resources.	program verification student and staff-led tours Back to School Night Pre-college programs Open House English Learner Advisory Committee **FACE folder** a full-time (bilingual) Family and Community Engagement (FACE) liaison Wellness Center

The Wellness Center is also a place where parents can come for resources when basic needs are not being met. Informational workshops about Medi-cal, monthly calendar for food distributions are held at schools throughout our district. The Wellness Center hosts Parent Reading Clubs, volunteer opportunities, and a "clothing boutique" where families can receive gently used clothing.

Additionally, the Wellness Center offers Principal Coffee "Cafecitos" chats, Madres Unidas sessions, Santa Ana College English classes, After School Program Information Session + Family Nights, educational workshops in the areas of Aeries, Parent Square, college and career readiness, and pre-college programs workshops for our parents/guardians.

The school has made considerable efforts to ensure that every student and their families feel recognized and listened to within our campus. Parent gatherings and educational sessions take place, with certain sessions offered in the morning and evening to accommodate family schedules. Families have the option to schedule in-person or phone meetings with teachers, counselors, or other staff members.

Students at Saddleback High School can schedule appointments with administrators or counselors. In the event of student emergencies, our staff is flexible and willing to meet with students on an individual basis, taking their specific circumstances into consideration. **Staff meetings** are held on a monthly basis, ensuring the involvement of all team members in decision-making and discussions. Educators regularly engage with families to provide updates on student progress, attendance, and school activities. parents/guardians are informed about school events through phone calls, flyers, and posts on ParentSquare. All stakeholders can access aeries as it promptly updates grades and attendance, enabling them to effectively TRACK their child's development.

Following the CA State Curricular mandate to include Ethnic Studies as a graduation requirement, the district adopted Ethnic Studies courses in a variety of content areas; as a result, Saddleback HS adopted the 9th-grade English Ethnic Studies course integration. The 9th-grade English teachers now have a heightened awareness of incorporating the study of US history from a multicultural perspective. Specifically, designed for 9th grade students, the Ethnic Studies class in English aims to foster political, social, and economic awareness among students, encouraging them to explore their personal connections to local and global narratives and histories through the interdisciplinary approach of Ethnic Studies.

Summary Analysis:
Engaging families is an ongoing area of development for Saddleback. We continue to increase active participation in each student's education while respecting the needs of Santa Ana families.

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community resources

Principal Coffee "Cafecitos" chats

Santa Ana College English classes

After School Program Information Session + Family Nights

college and career readiness

FACE programs and sign-in sheets

Parent and student meetings
Schedule

Parent-teacher conferences (phone/in-person)

counselors

 Staff meetings

ParentSquare

Ethnic studies curriculum

9th-grade English Ethnic Studies
personal connections

Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social-emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
Our campus provides a school culture with an atmosphere of trust, respect, equity, and professionalism. The PBIS program is promoted via morning announcements by sharing with staff and students the meaning of TRACK and in each classroom posters are displayed, Students who display these attributes are rewarded by earning TRACK cards in and out of the classroom. These TRACK cards carry a point value (like money) to use at our SHS TRACK store and redeem these cards for school gear and/or school supplies. The TRACK store displays for students prices and a price sheet to view in the TRACK Store. The PBIS team gathers student input through an item request Google form to receive student input.	PBIS TRACK Posters Cards Redeem Price Sheet TRACK Store Google Form Student Inspirational Cards Staff Inspirational Staff medal Clubs Organizations
Each month staff has the opportunity to write Student Inspirational Cards for any student on campus to showcase students who are making improvements, staying on TRACK, or for words of encouragement with the goal to inspire and remind all that each student matters. In addition, students are given the opportunity to award staff members of their choice with an Inspirational Staff medal. In return, staff (1 certificated and 1 classified) also have the opportunity to be recognized by other staff.	
At the beginning of each year, our ASB hosts a Club Rush during both lunches for all students to receive exposure to the different opportunities on campus. Our school provides student learning through numerous clubs, organizations, athletic teams, and pre-college programs our students can join. These different opportunities enable students to connect with their peers who share common interests, cultures, and values. Our sports and performing arts programs help students nurture their collaborative team efforts and achieve common goals.	
Saddleback High School offers students a setting where every member values and respects unique distinctions and respect toward other people's beliefs and cultures. For instance, the LGBTQ+ community on campus shows and promotes inclusivity among various identity groups. Additionally, students have the opportunity to use	

non-gendered bathrooms, which are accessible to individuals who identify as non-binary.

During our lunchtime activities, our students warmly welcome and embrace the participation of not just students in general education classes, but also those enrolled in moderate and severe classes. It is an opportunity for inclusivity, where students from all backgrounds and abilities come together to engage in meaningful and enjoyable activities. By fostering a sense of community, our students not only celebrate their own achievements but also applaud the accomplishments of their fellow classmates, creating a supportive and empowering environment for all. Teachers, administrators, counselors, and other support staff actively participate in events beyond the classroom, such as athletic games and assemblies.

Our admin team provides a school-wide D and F list to all staff members. This assists staff in monitoring academic progress and keeping students who are a part of different programs on campus. For instance, athletic coaches are becoming more consistent with grade checks, and our school website now encourages proactive involvement and academic assistance by providing a teacher tutoring schedule. School staff members are communicating with coaches and vice versa to ensure students are staying on TRACK.

The Local Scholar Program (LSP) is our campus after-school program. The LSP team offers educational aid, enhancement possibilities, and socio-emotional backing to ensure the success of every student. They are an expanded learning initiative that coordinates with the daily operations and faculty of the school to ensure our students acquire the resources and support required to become college and career-ready individuals. LSP goes beyond being a mere after-hours initiative on our campus, as it fosters various collaborations among all members of our campus community. Here is a list of programs and resources LSP offers:

- After-School Tutoring
- Enrichment Clubs and Student Leadership Opportunities
- Educational Field Trips - pictures
- FACE/LSP - Parent Family Nights
- HEC/LSP - College App. and Financial Aid - Late Night support
- Student Survey/Interest Form
- Self-Care Finals Week

The Higher Education Center (HEC) which includes the Counseling team provides students with QR codes for appointments. These are accessed on the school website or found on a flier in the classroom with contact information. Additionally, a system is in place (each grade level) via Google Classroom for each student to have access to different opportunities (pre-college programs, college workshops, scholarships, summer programs, LSP; after-school programs, etc.) at their fingertips.

Through the collaboration between the HEC and our FACE, we are able to provide parents/guardians with HEC sessions, and members of the HEC team get recognized by students as "Most Inspirational Staff." The HEC has also scheduled Financial Aid and College Application Assistance through Late Night sessions, and College and

Athletic Teams

Pre-College Programs

Teachers and Administrators

D and F list

Grade Checks

SHS Website: Teacher Tutoring Schedule

Local Scholar Program (LSP)

Daily Operations

Resources

After-School Tutoring

Enrichment Clubs and Student Leadership Opportunities

Educational Field Trips - Pictures

FACE/LSP - Parent Family Nights

HEC/LSP - College App. and Financial Aid - Late Night support

Student Survey/Interest Form

Self-Care Finals Week

Website

Flier

Google Classroom

Career Readiness Workshops, Financial Aid sessions are available to both parents/guardians and students.

Parent and school communication has increased within Saddleback through the use of Parent Square which provides communication via, email, text, and/or phone messages. Parents/guardians are able to get involved with the support of our FACE coordinator and connect with staff in different ways; Mr. B, our principal in the front office greeting all, and Coffee Talk with Mr. B for parents once a month, parents/guardians are invited and encouraged to get involved in School Site Council Meetings, ELAC Meetings, Parent Workshops and other activities sponsored by LSP.

Summary Analysis:
Recognition for staff and students is a culture built at Saddleback High School. While some students still struggle academically, they are continuously recognized for their efforts toward improvement. Our goal is to find ways to continue to support our students who do have Ds and Fs. The staff works to establish classroom environments that are inviting and welcoming to students of all mastery levels, and we strive to create a safe and welcoming environment that students may not have outside of school. | Different Opportunities Late Night

College and Career Readiness Workshops

Parent Square

Coffee Talk |

Criterion E3: Academic, Social-Emotional, and Multi-tiered Support

Directions
- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.
E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.
E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.
E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	**Evidence**
Saddleback offers several programs available to provide multi-tiered support and effectiveness. Tier 1 for all includes; TRACK cards and store, PBIS videos, grade level expectation lessons, perfect attendance, 7th -12th grade level presentations, counselor one-on-ones, and Junior and Senior Conference. Tier 2 components are the COST team, one-on-one check-ins, Project Kinship Circles, Project Do, attendance; home visits, SART, classroom circles, and mediations. The counselors provide all staff access to a Counselor Referral form to provide staff the opportunity to share concerns. The counselors select a group of students from their caseload for Project Do. COST referrals and communication are part of Tier 2 and 3 support where the counselors also are key members. Additional services provided are IEPs	multi-tiered support and effectiveness
PBIS videos
grade level presentations
SART Meetings
SARB Meetings
SARB post review
Home visits with school site
COST team

(Individualized Education Programs), 504s, SSTs (Student Study Teams), and BIPs (Behavior Intervention Plans. These programs are provided to assist student's academic needs. The <u>HEC</u> department provides <u>Tier 1</u>; One-on-one counseling check-ins with students The counselors evaluate student's academic progress through a <u>Graduation Check</u> to ensure students are on TRACK to achieve their high school diploma and discuss post-high school plans. Counselors meet with students on a one-on-one basis. During these one-on-one meetings, the counselors review graduation checks to ensure students are aware of their progress, and options; credit recovery, pre-college programs, <u>CTE courses</u>**,** and <u>dual enrollment</u> as needed. The counselors also provide parents/guardians with a mailed <u>Senior Status Letter</u> in the fall and spring semesters to share information about their student's academic progress towards earning their high school diploma as well as provide information about the new financial aid requirement starting in the 2022-2023 academic year. Additionally, the HEC provides students with grade-level presentations. Our department collaborates with all departments to provide presentations within the classroom. For instance, <u>English Language Arts (ELA</u>) supports by providing classroom time for us to establish meaningful connections with seniors and juniors, fostering academic growth, and post-high school preparation. The <u>Junior</u> and <u>Senior Conference</u> is a pivotal event that brings together students, educators, and community partners to explore various aspects of college readiness. This includes insightful presentations from both college and community partners, providing valuable information on educational and career pathways. <u>College visits</u> play a crucial role in exposing students to different post-secondary options. Through the grade level Google Classrooms all students have access to sign up via a Google Form. College representatives conduct informative sessions during tutorials and students are given the opportunity to ask individual questions about their interests. Lunchtime <u>resource fairs</u> are available to all students on a monthly basis. The HEC invites universities, community colleges, career tech, and pre-college programs. Staff who participate in the lunch fair are provided with TRACK cards to give to students who ask questions or inquire about these different opportunities. <u>Late nights</u> are provided once a week in collaboration with the after-school program. This is an opportunity for parents and students to receive additional support with financial aid applications, college applications, scholarships and additional opportunities. The <u>Financial Aid Kick-off</u> event is available for parents and students to receive assistance in submitting their FAFSA or CADAA applications. <u>Collaboration with the Social Science Department</u> ensures a holistic approach to college readiness, emphasizing the importance of both academic and social development in the journey toward higher education. Together, these initiatives create	<u>COST</u> **Home visits with Support Services** **Counseling services by counselors** <u>Counselor Referral form</u> <u>Project Do</u> <u>HEC</u> <u>Tier 1</u> <u>Graduation Check</u> <u>CTE courses</u> <u>dual enrollment</u> **<u>Aeries interventions of meetings</u>** <u>Senior Status Letter</u> <u>English Language Arts (ELA)</u> <u>Junior</u> and <u>Senior Conference</u> Junior <u>Conference Flyer</u> <u>Registration</u> <u>College visits</u> <u>resource fairs</u> **<u>College tours</u>** - planned by District, organized by Counselors, AVID, and Teachers <u>Late nights</u> <u>Financial Aid Kick-off</u>

a comprehensive framework to empower students and facilitate informed decision-making for their future endeavors. **Summary Analysis:** We work together to constantly adjust programs to meet the changing needs and situations of our students. There are systems in place for students who fall behind academically and we are consistently monitoring their progress. Communicating these opportunities is vital within the Saddleback community to ensure that all students are aware and have access to existing resources. We continue to promote a culture of initiative among students, empowering them to be proactive self-advocates who actively seek out opportunities.	<u>Collaboration with the Social Science Department</u>

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Saddleback provides students with inclusive cultural understanding; students regularly demonstrate respect for all identities. Students increasingly report feeling more secure on campus than at other school sites and openly attribute their positivity to the support modeled by school staff and administration. (look at District Data and panorama data)
2. Our school has received Platinum PBIS status for its sixth consecutive year. We continue to promote our stakeholder-authored PBIS behaviors by way of TRACK, encouraging all on campus to display its attributes and behave accordingly. Saddleback offers multi-tiered support through several available programs, such as academic plans, college and career readiness support, individualized counseling services, and COST implementation.
3. Successful stakeholder communication is prominent in many areas of support, particularly through our FACE Wellness Center, athletics, LSP after-school program, and HEC/Guidance department. Parents/guardians, students, and community members are regularly informed of various support program offerings and opportunities for visitation, feedback, and campus participation.

Areas of Growth

1. Self-advocacy is a challenge for the general student population that is not involved in specialized programs or extracurricular activities. Staff observations and student feedback have indicated a need to foster self-advocacy skills, such as communication, buy-in, and participation, among the broader student body.
2. Challenges persist with fostering broader community participation in extracurricular activities, particularly with the parents/families of our students, and pre-college programs with which our students interact.
3. Ensure that academically struggling students are aware of opportunities available to improve their grades and increase parent involvement throughout their progress.

Chapter 4
Critical Student Learning Needs

Celebrating Student Success

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs *(2 pages maximum)*

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

	Category A	Category B	Category C	Category D	Category E
Strength	Our school features robust college and career programs that provide a variety of pathways to student readiness.	Technology is embedded in all content areas to prepare students for college and career readiness.	Teachers leverage a wide variety of formative assessment to monitor student progress and make more informed choices on pacing, remediation, and expansion of learning; methods range from traditional and product-generative to more casual and "gamified."	Teachers regularly measure student learning and determine areas of growth/need by implementing a variety of formative assessments, informal activities, and common summative assessments.	Our school has received Platinum PBIS status for its sixth consecutive year. We continue to promote our stakeholder-authored PBIS behaviors by way of T.R.A.C.K., encouraging all on campus to display its attributes and behave accordingly.
Growth	Data that is provided to school staff must be analyzed through data chats and used to guide instruction and assessment for students.	Develop and implement schoolwide strategies to improve students' writing ability across all curricula.	Student participation across the board seems to be lower than teachers desire and/or expect; staff must collaborate to implement ways to re-ignite curiosity and engagement, while supporting low-stakes interaction to alleviate student anxiety.	Our staff requires more opportunities and guidance to disaggregate and incorporate available data to inform instruction and spearhead more effective student academic support practices.	Staff observations and student feedback have indicated a need to foster self-advocacy skills, such as communication, buy-in, and participation, among the broader student body generally not involved in specialized programs or extracurricular activities.

Our analysis of our programs confirms our identified student learner needs identified below:

1. Standardized ELA and Math test scores indicate maintenance of the status quo overall, indicating the need for re-evaluation of existing structures and measures.
2. Teacher feedback, in conjunction with IB/AP proficiency percentages and district-wide ELPAC trends, indicates a need to focus on writing skills across all subject areas and grade levels.
3. Availability of student-centered resources and programming continue striving to address student social-emotional needs, but student feedback still indicates detachment from school environment.
4. Though mitigation of learning loss remains the top priority, teachers struggle to balance between the pacing of content standards and deliberate remediation of basic skills.

Evidence to support our findings includes analysis of student performance data and student/staff qualitative feedback. The vast majority of performance indicators analyzed (CAASPP proficiency, mean MAP scores, AP/IB pass rates) indicate that forward progress remains at a general standstill. Staff survey feedback shows concern for skill deficiency across the board, particularly in writing, technology integration, and basic math levels. Despite a growing variety of available student-centered supports, many students continue to report a disconnect from the school climate.

Our last two self-studies have provided an impetus to build collaboration directly into our weekly schedule. Since 2012, Collaboration Wednesdays have allowed for monthly staff meetings, department meetings, and course-alike planning time. With the time already given, as well as staff consensus regarding student needs, writing across all content areas can serve as the unifying factor to initiate better targeted interdisciplinary collaboration. This vertical approach can then serve as a platform to address additional areas of student need, such as moving the proverbial standardized test needle forward, and working in cross-curricular terms to provide students with consistent strategies and aligned resources.

In conjunction with utilizing collaboration time for vertical articulation across multiple subject areas, the Saddleback community is at a juncture where data is available and regularly disseminated. Since the last self-study, both a data-driven assistant principal and ELD Coordinator have been consistently providing various forms of data to different specialized groups. Departments, athletics, specialized programs, and leadership have all benefited from test result comparisons, grade checks, and D & F reports, just to name a few examples. We recognize that in order to tap into the enormous potential of this wealth of information, a specific guidance structure for data analysis must be developed, implemented, and regularly monitored by periodically revisiting our goals and student needs as a unified front.

According to longitudinal analysis of our student Panorama survey data, we have experienced the most dramatic decrease in student extracurricular participation/involvement, down 17% from Spring 2018. Regarding this specific trend, student feedback has encapsulated the decline as such:

"Saddleback can improve on helping people who don't like school."

"We need more involvement with students and better [adult] motivation to push the students."

By maintaining purposeful focus on student social-emotional learning, as evidenced by various individual teachers and staff members, we hope to continue an environment of putting our students' overall needs front and center. Higher quality communication among stakeholders, combined with steady progress monitoring and data-driven collaboration, will hopefully serve to produce improved results in college/career readiness (CCI), meeting or exceeding standards of proficiency, and student feedback that demonstrates greater connections to our school.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

1. Utilize cross-curricular collaboration to address writing proficiency across disciplines, especially to support our EL and Special Needs populations, by developing interdisciplinary strategies and consistent accountability measures.
2. Saddleback needs to implement data-driven collaboration procedures, including professional development opportunities focusing on how test score and grade analysis translate to instructional adaptations benefiting all students.
3. Increase commitment to generating stronger student engagement and buy-in with more consistent stakeholder communication, community engagement, and overall support of extracurricular activities and events.

Chapter 5
Action Plan

Celebrating Student Success

Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Our current SPSA aligned with LCAP goals will be revised in the Spring of 2024. Through our self-study, we will be making the following changes:

Area of Growth #1:
Utilize cross-curricular collaboration to address writing proficiency across disciplines, especially to support our EL and Special Needs populations, by developing interdisciplinary strategies and consistent accountability measures.

> **Goal Area 2: English Language Arts**
> 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.

AMENDMENT to Goal Area 2:
Cross-curricular collaboration will produce strategies, proficiency rubrics, and resources focused on common writing elements to be shared across all content areas.

ADD to Strategy/Activity 2:
Strategy/Activity: One Collaboration Wednesday per month will be dedicated to cross-curricular and/or grade-alike meetings. Teachers will use these meetings to provide content alignment, discuss effective writing strategies, and analyze data from common informal assessments to produce next steps toward classroom implementation.

Success Metric/Indicator: Students with IEPs D & F rate
Desired Outcome: The D & F rates for students with IEPs will decrease

> **Goal Area 3: English Learner Progress**
> 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.

AMENDMENT to Goal Area 3:
Cross-collaboration between the ELA and World Languages departments will yield instructional strategies from common standards-based elements focused on writing and vocabulary development. Data and resources from ELPAC and NWEA (MAP) will be used to guide collaboration.

EMPHASIZE Strategy/Activity 1:
"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."

ADD to Strategy/Activity 1:
Success Metric/Indicator: ELPAC Writing Strand
Desired Outcome: Increase in EL student Writing score levels

Goal Area 5: 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.

AMENDMENT to Goal Area 5 (1st paragraph):
Inter-pathway collaboration will use program standards and resources to provide cross-curricular connections to address common instructional and assessment elements. Teachers will receive interdisciplinary professional development to provide consistent student support in all subject areas.

Area of Growth #2:
Saddleback needs to implement data-driven collaboration procedures, including professional development opportunities focusing on how test score and grade analysis translate to instructional adaptations benefiting all students.

Portions of Existing SPSA to be Emphasized (through Professional Development and Collaboration):

Goal Area 1, School Climate and Social-Emotional Wellness
Strategy/Activity 2: "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."

Strategy/Activity 4: "AP teachers attend conferences/training and **look at data and use it** to modify instruction, provide AP boot camps, and increase pass rates."

Goal Area 3, English Learner Progress
Strategy/Activity 1: "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."

Goal Area 4, Math
Strategy/Activity 1: "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.**"

Goal Area 5, Content Area Goal
Strategy/Activity 1: "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.**"

Strategy/Activity 2: "Teachers collaborate and **analyze student performance data** to target specific student subgroups for intervention and remediation."

Goal Area 6, Parent Engagement
Strategy/Activity 2: "Families, teachers, and mental health specialists collaborate and **analyze student performance trends and data** to target specific student subgroups for intervention and remediation."

Area of Growth #3:
Increase commitment to generating stronger student engagement and buy-in with more consistent stakeholder communication, community engagement, and overall support of extracurricular activities and events.

Portions of Existing SPSA to be Emphasized (through Professional Development and Collaboration):

Goal Area 1, School Climate and Social-Emotional Wellness
Strategy/Activity 2: "All stakeholders are trained on strategies to promote **school engagement**, daily regular attendance, and positive behavior both in and out of the campus.

Strategy/Activity 3: "**Staff encourages students to develop capacity, self-confidence, trust, and empathy** through tailored SEL lessons as well as Newsela online EL curriculum."

Goal Area 1: School Climate and Social-Emotional Wellness
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 iIndividuals.

AMENDMENT to Strategy/Activity 1:
"In addition, all *stakeholders* 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."

ADD to Strategy/Activity 1 (2nd paragraph):
Staff will refer students at risk for disengagement, poor attendance, and/or negative behavior using the online Counseling and Higher Ed Referral form to support services as determined by the counseling department. (*See* Strategy/Activity 3 *for list of potential referral services*)

AMENDMENT to Strategy/Activity 2:
"Saddleback High School promotes a culture of rigor while providing positive behavior and support *through PBIS strategies and encouragement symbolized by the TRACK acronym.*"

Ongoing Follow-Up Process:

Saddleback High School conducts an annual Needs Assessment with all stakeholder groups to provide feedback on existing programs and resources that informs the correlating annual SPSA review. The Instructional Leadership Team (ILT) is primarily responsible for implementation of the SPSA, which is developed and approved by School Site Council (SSC) during a process led by our ELD Coordinator and Principal. We believe that the stability and consistency Saddleback has established since the last full self-study promulgate a more in-depth analysis of existing structures and systems solidified by previous WASC recommendations. Our overall focus moving forward speaks more to widespread accountability and dedication to implementing processes that will both help our students achieve and allow school staff to embrace variations of purposeful, data-driven collaboration. The intent is to establish a sustainable, ongoing improvement process driven by our Action Plan that ensures involvement of all stakeholders.

Schoolwide preparation for the WASC Visiting Committee kick starts the process; by ensuring that all staff, students, and families are informed of the Action Plan goals, Saddleback relies upon community investment of time, commitment, and fidelity. The Areas of Growth from our self-study were disseminated to the ILT, who then led their respective department to further elaboration and development of area-specific next steps. The endgame, then, is to utilize the Action Plan in conjunction with the already-established annual Needs Assessment to review results, determine needs, and gather feedback through the constant lens of our Areas of Growth. The Action Plan will then be presented to SSC for approval to update the SPSA, which is up for School Board review, LCAP alignment, and approval in May 2024.

After communication of the Action Plan-informed SPSA changes, Saddleback's ongoing improvement process will implement the following next steps:

Additional Specific Strategies	WASC Area(s) of Growth Addressed	Stakeholders Responsible

Develop and maintain a **cross-curricular calendar** showing content alignment and assessment administration
   ● Teachers will provide curriculum pacing guides, content standards, and grading rubrics
   ● Staff will regularly provide updates to course timelines
	#1	Instructional Coach

Course-alike teams will collaborate to establish **common elements of writing proficiency**, such as grading policies, rubrics, etc.	#1	Department Chairs (ILT)

One Collaboration Wednesday per month will be dedicated to **cross-curricular collaboration**
   ● Calendar will be used to establish working groups each month
   ● Working groups will submit meeting agendas, minutes, and follow-up
   ● Target standards/objectives will de developed into commonly administered assessments (#2)
	#1
	(Sharing of effective SEL practices #3)
		All Staff

One Collaboration Wednesday per month will be dedicated to **data analysis** ("Data-Driven	#2 (Sharing of effective	All Staff Instructional Coach (submissions of

Wednesdays) ● Assessment results (from cross-curricular meetings; see above) will be reviewed for successes/deficiencies: ○ Effective strategies promoted and shared ○ Areas of need addressed; pacing guides/calendar adjustments ● Submission of meeting agendas, minutes, and next steps	SEL practices #3)	meeting minutes/agendas/etc)
Professional development will be provided to support staff data analysis ● Program enrollment ● Standardized test performance ○ NWEA (MAP) ○ CAASPP (SBAC) ○ ELPAC ○ AP/IB ● PBIS metrics ● D & F reports (disaggregated)	#1, #2	Administration ELD Coordinator Outreach Coordinator Instructional Coach
Collaborative guidelines and professional expectations for Tutorial period ● Provide professional development for "gamification" of formative/informal assessment/check-ins ● Develop working schedule for grade-level presentations	#3	Administration (PD) Instructional Coach (Presentations) Guidance
Collaboration with student groups to increase staff engagement/involvement/event attendance	#3	ASB Student Senate

Timeline and Guidelines: Process to monitor student learning

Fall: Utilize Professional Development days before the start of the school year to communicate cross-curricular expectations and provide data analysis support. ILT meets to review specific responsibilities and lead Department meetings to review Action Plan/SPSA goals. The WASC Coordinator monitors Action Plan progress, keeps and reviews submitted minutes/agendas/next steps, and provides ILT with summary reports to inform monthly meeting cycle (Staff, Department, Cross-Curricular/Grade Level, Data Driven Wednesdays).

Winter: Teachers work regularly with course-alike teams, other subject areas/grade levels, and use progress summary reports to inform instruction and adjust curricular pacing if necessary. Teachers report suggested revisions and implementations to Department Chairs, who provide general feedback to ILT. The WASC Coordinator summarizes Action Plan/SPSA evaluation on an ongoing basis, which is reported to all stakeholder groups.

Spring: Principal conducts Annual Needs assessment with all stakeholder groups. Feedback is presented to ILT and SSC for SPSA revision and Action Plan evaluation; the WASC Coordinator monitors SPSA revision to ensure alignment with Action Plan. Standardized test data, once available, is widely shared and analyzed in all stakeholder groups. ILT generates end-of-school-year progress on Schoolwide Learner Goals.

Summer: Progress on Schoolwide Learner Goals is reviewed and analyzed by Administration and WASC Coordinator to provide suggestions to ILT. Areas of improvement, strength, and/or focus are determined by ILT, who then set goals and timelines for the coming school year. The WASC Coordinator establishes agenda action items to be addressed by ILT at the start of the follow year.