Saddleback High School

Home of Roadrunner Nation

ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT

2802 South Flower Street
Santa Ana, CA 92707

2/1/21

Accrediting Commission for Schools
Western Association of Schools and Colleges

WASC Mid-Term 2021

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I: Student/Community Profile Data

Critical Student Learning Need #1 remains an important area to monitor and address. Writing scores remained relatively stable, but there was a drop in overall reading scores. Analyzing how specific supports can be improved to support the reading needs of students is a primary focus of staff.

Critical Student Learning Need #2 saw overall scores hold steady across all testing areas. As with writing, analyzing the success of programs within math will allow staff to fine-tune and develop new supports.

The creation and strengthening of student supports has helped Saddleback successfully address student social-emotional needs (Critical Student Learning Need #3). These supports include old and new outreach programs and the increased use of technology to reach all stakeholders. These gains are evidenced by the significant increases in college and career readiness for all students, graduation rate, and attendance rate.

Performance Data

Student Enrollment by

Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
American Indian	0.12%	0.13%	0.2%	2	2	3
African American	0.37%	0.32%	0.39%	6	5	6
Asian	2.46%	1.72%	1.9%	40	27	29
Filipino	0.55%	0.7%	0.52%	9	11	8
Hispanic/Latino	94.22%	95.11%	94.89%	1532	1,497	1,447
Pacific Islander	0.18%	0.13%	0.2%	3	2	3
White	1.54%	1.52%	1.57%	25	24	24
Multiple/No Response	%	%	0.33%			0
	Total Enrollment			1626	1,574	1,525

Student Enrollment by

Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	40	34	39
Grade 8	35	32	40
Grade 9	375	394	396
Grade 10	402	383	408
Grade 11	430	348	335
Grade 12	344	383	307
Total Enrollment	1,626	1,574	1,525

Conclusions based on this data:

1. Saddleback High School's Total Enrollment has decreased 1,639 in 2016-17, 1,626 in 2017-18 and 1,574 2018-19, total number of students less is 55
2. The largest Subgroup population is Hispanic / Latino Students: 1,497, Second largest Subgroup population is Asian Students: 27 and the third largest Subgroup is White Students: 24
3. The smallest Subgroup population is Pacific Islander & American Indian Students; both groups with 2, Next Subgroup is African American Students: 5

Student Enrollment by

English Learner (EL)

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	345	316	382	21.2%	20.1%	25.0%
Fluent English Proficient (FEP)	1072	1,054	947	65.9%	67.0%	62.1%
Reclassified Fluent English Proficient	68	62	11	19.3%	18.0%	3.5%

Conclusions based on this data:

1. English Learners have decreased by 37 students from 2016-17 to 2018-2019.
2. Fluent English Proficient percentage has increased from 65.3% in 2016-17 to 67% in 2018-19.
3. Reclassified Fluent English Proficient has declined by 2%.

CAASPP RESULTS:

English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	28	37	33	28	37	33	28	37	33	100	100	100
Grade 8	16	30	32	16	30	32	16	30	32	100	100	100
Grade 11	313	369	292	308	367	290	308	367	290	98.4	99.5	99.3
All	357	436	357	352	434	355	352	434	355	98.6	99.5	99.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2560.	2557.	2569.	10.71	10.81	18.18	53.57	37.84	36.36	17.86	40.54	36.36	17.86	10.81	9.09
Grade 8	2601.	2559.	2585.	25.00	10.00	6.25	43.75	36.67	56.25	25.00	26.67	34.38	6.25	26.67	3.13
Grade 11	2542.	2539.	2512.	7.14	8.99	5.17	26.95	23.98	20.00	34.42	34.33	29.31	31.49	32.70	45.52
All Grades	N/A	N/A	N/A	8.24	9.22	6.48	29.83	26.04	24.79	32.67	34.33	30.42	29.26	30.41	38.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	25.00	24.32	18.18	46.43	59.46	51.52	28.57	16.22	30.30
Grade 8	37.50	30.00	21.88	56.25	40.00	65.63	6.25	30.00	12.50
Grade 11	10.06	13.08	6.90	52.92	52.32	37.59	37.01	34.60	55.52
All Grades	12.50	15.21	9.30	52.56	52.07	41.41	34.94	32.72	49.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	17.86	40.54	33.33	64.29	54.05	54.55	17.86	5.41	12.12
Grade 8	37.50	16.67	25.00	50.00	66.67	68.75	12.50	16.67	6.25
Grade 11	12.34	14.17	13.10	47.40	48.50	45.86	40.26	37.33	41.03
All Grades	13.92	16.59	16.06	48.86	50.23	48.73	37.22	33.18	35.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.29	10.81	18.18	67.86	70.27	75.76	17.86	18.92	6.06
Grade 8	25.00	6.67	21.88	68.75	76.67	68.75	6.25	16.67	9.38
Grade 11	11.69	10.35	6.90	64.29	65.94	60.34	24.03	23.71	32.76
All Grades	12.50	10.14	9.30	64.77	67.05	62.54	22.73	22.81	28.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.29	10.81	18.18	67.86	70.27	75.76	17.86	18.92	6.06
Grade 8	25.00	6.67	21.88	68.75	76.67	68.75	6.25	16.67	9.38
Grade 11	11.69	10.35	6.90	64.29	65.94	60.34	24.03	23.71	32.76
All Grades	12.50	10.14	9.30	64.77	67.05	62.54	22.73	22.81	28.17

Conclusions based on this data:

1. Saddleback High School is an International Baccalaureate World School with a cohort of 7th & 8th graders therefore there are scores for students in grades: 7, 8, and 11. The percentage of students who have taken the CAASPP has steadily increased over the past three years to 99.5%. In the area of overall achievement 69.59% of students exceeded, met or nearly met the standard.
2. In the area of Reading, Saddleback High School students had a increase in the Above Standard area going form 2.71%
3. Approximately 30% below standard in reading and writing, where only 22.81% below in listening communication skills.

CAASPP RESULTS:

Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	28	37	33	28	37	33	28	37	33	100	100	100
Grade 8	16	30	32	16	30	32	16	30	32	100	100	100
Grade 11	313	369	292	309	366	290	309	366	290	98.7	99.2	99.3
All	357	436	357	353	433	355	353	433	355	98.9	99.3	99.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2518.	2549.	2560.	3.57	16.22	9.09	21.43	27.03	42.42	50.00	35.14	36.36	25.00	21.62	12.12
Grade 8	2558.	2541.	2573.	6.25	13.33	12.50	18.75	20.00	43.75	62.50	33.33	25.00	12.50	33.33	18.75
Grade 11	2516.	2527.	2511.	1.94	6.01	2.07	12.30	12.57	12.76	28.80	23.77	25.17	56.96	57.65	60.00
All Grades	N/A	N/A	N/A	2.27	7.39	3.66	13.31	14.32	18.31	32.01	25.40	26.20	52.41	52.89	51.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	7.14	32.43	27.27	42.86	35.14	48.48	50.00	32.43	24.24
Grade 8	6.25	16.67	34.38	62.50	30.00	40.63	31.25	53.33	25.00
Grade 11	7.12	11.75	5.52	30.74	24.86	28.62	62.14	63.39	65.86
All Grades	7.08	13.86	10.14	33.14	26.10	31.55	59.77	60.05	58.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.71	21.62	24.24	53.57	51.35	51.52	35.71	27.03	24.24
Grade 8	25.00	16.67	18.75	50.00	40.00	59.38	25.00	43.33	21.88
Grade 11	3.24	6.28	2.76	35.28	37.43	38.97	61.49	56.28	58.28
All Grades	4.82	8.31	6.20	37.39	38.80	41.97	57.79	52.89	51.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	10.71	24.32	18.18	75.00	62.16	72.73	14.29	13.51	9.09
Grade 8	6.25	6.67	9.38	81.25	76.67	78.13	12.50	16.67	12.50
Grade 11	5.18	6.56	3.79	59.22	55.19	52.76	35.60	38.25	43.45
All Grades	5.67	8.08	5.63	61.47	57.27	56.90	32.86	34.64	37.46

Conclusions based on this data:

1. The percentage of students who have taken the CAASPP has steadily increased over the past three years to 99.3%.
2. 47.11% exceeded, met or nearly met the standard in overall achievement.
3. Approximately 60% below standard in concepts & procedures, where only 34.64 % below in communicating reasoning; demonstrating ability to support mathematical conclusions.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*		*		*		*	
Grade 9	1492.0	1532.8	1486.7	1554.9	1496.8	1510.4	116	101
Grade 10	1502.7	1517.0	1496.8	1531.7	1508.3	1501.8	113	88
Grade 11	1528.2	1518.2	1521.3	1498.3	1534.6	1537.7	59	65
Grade 12	1552.8	1549.8	1557.9	1544.3	1547.1	1554.6	36	32
All Grades							327	288

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	10.34	0.99	30.17	46.53	25.86	37.62	33.62	14.85	116	101
10	14.16	1.14	24.78	30.68	29.20	38.64	31.86	29.55	113	88
11	*	1.54	40.68	18.46	28.81	53.85	18.64	26.15	59	65
12	*	6.25	50.00	40.63	*	43.75	*	9.38	36	32
All Grades	13.15	2.43	32.72	34.38	26.91	42.01	27.22	21.18	327	288

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	25.86	41.58	35.34	37.62	18.97	8.91	19.83	11.88	116	101
10	31.86	36.36	28.32	28.41	16.81	14.77	23.01	20.45	113	88
11	47.46	0.00	32.20	46.15	*	21.54	*	32.31	59	65
12	58.33	3.13	30.56	75.00	*	15.63	*	6.25	36	32
All Grades	35.78	26.74	31.80	40.63	15.60	14.24	16.82	18.40	327	288

Written Language: Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total # of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	0.99	13.79	0.99	25.86	25.74	58.62	72.28	116	101
10	*	0.00	13.27	3.41	26.55	23.86	56.64	72.73	113	88
11	*	1.54	*	6.15	37.29	56.92	42.37	35.38	59	65
12		3.13	33.33	3.13	33.33	68.75	33.33	25.00	36	32
All Grades	*	1.74	17.13	3.13	28.75	36.81	51.68	58.33	327	288

Listening Domain: Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total # of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	23.28	0.99	37.93	88.12	38.79	10.89	116	101
10	28.32	0.00	43.36	82.95	28.32	17.05	113	88
11	23.73	1.54	52.54	78.46	23.73	20.00	59	65
12	33.33	3.13	55.56	81.25	*	15.63	36	32
All Grades	26.61	1.74	44.34	82.99	29.05	15.28	327	288

Speaking Domain: Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total # of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	55.17	63.37	24.14	21.78	20.69	14.85	116	101
10	49.56	59.09	28.32	17.05	22.12	23.86	113	88
11	66.10	41.54	28.81	29.23	*	29.23	59	65
12	80.56	71.88	*	21.88	*	6.25	36	32
All Grades	58.10	58.33	25.38	21.88	16.51	19.79	327	288

Reading Domain: Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total # of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	0.99	24.14	22.77	73.28	76.24	116	101
10	*	1.14	26.55	19.32	69.03	79.55	113	88
11	*	1.54	30.51	55.38	66.10	43.08	59	65
12		3.13	44.44	68.75	55.56	28.13	36	32
All Grades	*	2.08	29.05	34.03	67.89	63.89	327	288

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total # of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	62.07	70.30	30.17	29.70	116	101
10	*	1.14	65.49	63.64	25.66	35.23	113	88
11	22.03	4.62	69.49	58.46	*	36.92	59	65
12	*	0.00	69.44	87.50	*	12.50	36	32
All Grades	12.23	1.74	65.75	67.36	22.02	30.90	327	288

Conclusions based on this data:

1. Saddleback 327 English Learner students; 116 - 9th graders, 113 -10th graders, 59 -11th graders, 36 - 12th graders all who have demonstrated progress. Overall, 327 (72.78%) Students scored a level 2-somewhat, 3-moderate or 4- well developed, 47.11% exceeded, met or nearly met the standard in overall achievement.
2. The area of strength is in oral language with 273 of students who a level 2-somewhat, 3-moderate or 4-well developed. In the area of listening 232 and in the area of speaking 237 of the students scored somewhat/moderately and well developed.
3. The area of weakness is in written language 150 of students who a level 2-somewhat, 3-moderate or 4-well developed. In the area of Reading 95 and the area of Writing 255 of students who a level 2-somewhat, 3-moderate or 4-well developed

Student Population

2018 -19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1574	**82.7%**	**20.1%**	**0.3%**
This is the total number of students enrolled	Percent of students who are eligible for free or reduced priced meals, or have parent/guardian who did not receive a high school diploma	This is the percentage of students who are learning to communicate effectively in English, typically requiring instruction in both their native language and English.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	316	20.1
Foster Youth	5	0.3
Homeless	250	15.9
Socioeconomically Disadvantaged	1372	87.2
Students with Disabilities	209	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.3
American Indian	2	0.1
Asian	27	1.7
Filipino	11	0.7
Hispanic	1497	95.1
Two or More Races	6	0.4
Pacific Islander	2	0.1
White	24	1.5

Conclusions based on this data:

1. Saddleback has 1,532 students of which 86.7% are socioeconomically disadvantaged.
2. 21.2% are English Learners, 0.7% Foster Youth.
3. 94.2% are Hispanic.

2019 Fall Dashboard

Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  **Red**	**Graduation Rate**  **Blue**	**Suspension Rate**  **Green**
Mathematics  **Orange**	**Chronic Absenteeism**  **Green**	
College/Career  **Green**		

Conclusions based on this data:

1. Saddleback received Orange status in ELA, Graduation Rate, Suspension Rate and College/Career.
2. Saddleback received Yellow status in Mathematics and Chronic Absenteeism.
3. No Performance Color was given for English Learner Progress.

Academic Performance **English Language Arts**

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

2019 Fall Dashboard

English Language Arts Equity Performance for **All Student Groups**

All Students	English Learners	Foster Youth
 **Red**	 **Red**	 **No Performance Color**
52.6 points below standard	99.5 points below standard	Less than 11 students - Data No Displayed for Privacy
Declined Significantly, -17.1 points	Declined -6.8 points	1
361	123	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 **Red**	 **Red**	 **Red**
73.9 points below standard	56.4 points below standard	108.1 points below standard
Declined Significantly, -35.9 points	Declined -21.6 points	Declined -6.4 points
62	320	51

2019 Fall Dashboard

English Language Arts Equity Performance by **Race/Ethnicity**

African American	American Indian	Asian	Filipino
 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 1	 **No Performance Color** 36.8 points below standard 11	 **No Performance Color** 0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 **Red** 53 points below standard Declined Significantly, -15.5 points 336	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 9

2019 Fall Dashboard

English Language Arts **Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
158.8 points below standard	44.7 points below standard	31.2 points below standard
Declined Significantly, -18.2 points	Increased, +12.9 points	Declined, -11.1 points
59	64	50

Conclusions based on this data:

1. Saddleback English Language Arts status has one student group in Red are English Learners and all other student groups are Orange.
2. Saddleback current English Learners increased by 3.8 points and Reclassified English Learners declined -20.4 points.
3. N Saddleback English Only students increased 42.9 points.

Academic Performance **Mathematics**

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

2019 Fall Dashboard

Mathematics for **All Student Groups**

All Students	English Learners	Foster Youth
 **Orange**	 **Orange**	 **No Performance Color**
94.2 points below standard	142.5 points below standard	Less than 11 students - Data No Displayed for Privacy
Declined, -6.1 points	Increased, +5.3 points	1
361	123	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 **Red**	 **Orange**	 **Red**
123 points below standard	97.1 points below standard	169.6 points below standard
Declined Significantly, -22.7 points	Declined -8.1 points	-1.6 points
62	320	51

2019 Fall Dashboard

Mathematics by **Race/Ethnicity**

African American	American Indian	Asian	Filipino
 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 1	 **No Performance Color** 36.8 points below standard 11	 **No Performance Color** 0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 **Red** 95.8 points below standard Declined, -3.5 points 336	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 9

2019 Fall Dashboard

Mathematics **Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
207.7 points below standard Declined Significantly, -16 points 59	82.3 points below standard Increased Significantly, +33.8 points 64	68.6 points below standard Declined, -5.3 points 50

Conclusions based on this data:

1. Saddleback Mathematics status has one group in Red and three in Yellow.
2. Saddleback English Learners increased 3.9 points and Reclassified English Learners maintained 2.6 points
3. Saddleback English-Only students increased 51 points.

Academic Performance **English Learner Progress**

2019 Fall Dashboard English Learner Equity Report
No Performance Color 40.2 making progress towards English Language Proficiency Number of EL Students: 264 Performance Level: Low

2019 Fall Dashboard

Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
69	89	0	106

Conclusions based on this data:

1. Saddleback English Learner Progress: Out of 327 students 13.1% were well developed Level 4.
2. Out of 327 students 32.7% were moderately developed Level 3.
3. Out of 327 students 26.9% were somewhat developed Level 2 and 27.2% Beginning Stage Level 1.

Academic Performance **College/Career**

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	0

2019 Fall Dashboard

College/Career for **All Student Groups**

All Students	**English Learners**	**Foster Youth**
 **Green** 47.9 Increased Significantly, +12.4 pts 365	 **Yellow** 27.7 Increased, +9.3 points 83	 **No Performance Color** 0 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 **Green** 39.7 Increased +3.8 points 58	 **Green** 47.6 Declined -8.1 points 349	 **Yellow** 169.6 points below standard -1.6 points 42

2019 Fall Dashboard

College/Career by **Race/Ethnicity**

African American	American Indian	Asian	Filipino
 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 7	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy **6**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 **Green** 46.6 Increased Significantly, +12 points 341	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 1	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 8

2019 Fall Dashboard

College/Career **3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
Prepared	35.6 Prepared	47.9 Prepared
Approaching Prepared	19.5 Approaching Prepared	21.1 Approaching Prepared
Not Prepared	44.9 Not Prepared	31 Not Prepared

Conclusions based on this data:

1. Saddleback College and Career Readiness performance for Class of 2016: 34.6% Prepared, 41.9% Approaching Prepared, 23.5% not prepared
2. For Class of 2017: 40% Prepared, 26.5% Approaching Prepared, 33.5% not prepared.
3. For Class of 2018: 35.6% Prepared, 19.5% Approaching Prepared, 44.9% not prepared.

Academic Performance **Chronic Absenteeism**

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

2019 Fall Dashboard

Chronic Absenteeism for **All Student Groups**

All Students	English Learners	Foster Youth
 **Green** 3 Declined -1 67	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 3 students	 **No Performance Color** 0 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 **No Performance Color** 9.1 11 students	 **Green** 3.3 Declined -1 60	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 4

2019 Fall Dashboard

Chronic Absenteeism by **Race/Ethnicity**

African American	American Indian	Asian	Filipino
			
No Performance Color	**No Performance Color**	**No Performance Color**	**No Performance Color**
Less than 11 students - Data Not Displayed for Privacy	Less than 11 students - Data Not Displayed for Privacy	Less than 11 students - Data Not Displayed for Privacy	Less than 11 students - Data Not Displayed for Privacy
1	1	4	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Green	**No Performance Color**	**No Performance Color**	**No Performance Color**
3.4	0 students	0 students	Less than 11 students - Data Not Displayed for Privacy
Declined -1			2
59			

Conclusions based on this data:

1. Saddleback has a 98.5% Attendance Rate; Chronic Absenteeism is not an issue.
2. Saddleback has 69 students increased 4.3% chronically absent Yellow status.
3. Saddleback has 68 students increased 4.4% Hispanic Yellow status.

Academic Performance **Graduation Rate**

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	2

2019 Fall Dashboard

Chronic Absenteeism for **All Student Groups**

All Students	**English Learners**	**Foster Youth**
 **Blue** 94.6 Increased Significantly, +6.1 369	 **Green** 86.1 Increased +4 86	 **No Performance Color** 0 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 **Green** 94.8 Maintained -0.1 58	 **Blue** 94.9 Increased Significantly, +6.7 353	 **Yellow** 69.8 Increased +9.2 43

2019 Fall Dashboard

Graduation Rate by **Race/Ethnicity**

African American	American Indian	Asian	Filipino
 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 2	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 7	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 **Blue** 95.1 Increased Significantly, +6.5 points 345	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 1	 **No Performance Color** 0 students	 **No Performance Color** Less than 11 students - Data Not Displayed for Privacy 8

2019 Fall Dashboard

Graduation Rate by Year

Class of 2018	Class of 2019
88.4	94.6

Conclusions based on this data:

1. Saddleback graduation rate decreased from 93.5% graduated in 2017 to 88.3% graduated in 2018 343 students Orange status.
2. Saddleback students declined; English Learners 81.6%, Socioeconomically Disadvantaged 88.1% , Students with Disabilities 59.4% Orange status, while Homeless Increased 94.9% Green status.
3. Students with disabilities is Orange status most students continue their education through the Students with Disabilities program at Santa Ana College.

Academic Performance **Conditions & Climate Suspension Rate**

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	0	1

II: Significant Changes and Developments

Staffing and Master Schedule Changes

(Evidence is Master Schedule across all subject areas)

2018-2019

New teachers were sent for International Baccalaureate (IB) training in History, Math, Psychology, and Biology in response to an increase of student participation in the IB program. There were 191 students, grades 7-12, enrolled in this program between the preparatory courses in grades 7-10 and the IB program of grades 11-12. Some IB teachers also attended the IB World Conference in San Diego.

In English Language Arts (ELA), staffing remained the same; however, with more IB students, IB teachers taught fewer regular classes. Sandra Corr transferred from PE back into ELA for the school year. Chyna Tran replaced Noel Pearson as the AP English Language teacher after he left the school.

In Math, staffing was set at 10 Full Time Equivalent positions (FTEs). A Pre-IB/Algebra 1 teacher requested a transfer back to his former middle school (for a co-chair position) late first semester. He could not be released until a replacement was on board (second semester). At the end of the year, she returned to her previous middle school for the 2019-2020 school year, and we were once again left with a math opening. A second position became available with a geometry teacher's retirement.

In Physical Education (PE), John Young retired; Julio Villasenor was hired to teach PE, and Jannike Avila was hired to teach Dance.

In Science, Kaytie Cowans, Biology teacher, left Saddleback.

In Social Science, AP Human Geography was added and taught by Sue Gregory. Mike Brady retired. Richard Lozano was hired. IB Psychology 1 was added and taught by Tim Titus.

In Special Education, one teacher retired, Marina Wycoff, and that position was not replaced.

In World Languages (WL), Jesus Rios, who taught Spanish 2, left at the end of the school year.

In VAPA/Electives/AVID, Joe Russo retired and was replaced by Scot Hansen teaching the CTE photo class.

In Counseling/Higher Education Center (HEC), orientation and registration activities were conducted in person, on campus, in traditional setting.

2019-2020

The school continued the training of new IB teachers to fulfill more sections of each IB subject area as a response to the increased enrollment. There were 227 students, grades 7-12, enrolled in this program, including those in the preparation program in the lower grades. Some IB teachers attended the IB World Conference in New Orleans.

In ELA, Sandy Yamashita retired in Spring 2020; she was not replaced. As IB classes grew, IB teachers taught fewer regular courses.

In Math, due to a reduction in staff districtwide the department was supposed to lose one FTE, so it only had to fill one opening. Through the interview process, the department found two strong candidates, so the principal granted the hiring of both teachers; the number of FTEs remained at 10. Toward the end of first semester (November), an Algebra 1 teacher also requested to transfer to his former middle school. A replacement was found in time for second semester. The new replacement was absent often due to a difficult pregnancy and was formally placed on mandatory bedrest in late spring; a long-term substitute finished out the year.

In PE, Sandra Corr transferred from the ELA Department to the PE Department.

In Science, the staff was reduced by one Chemistry teacher, Craig Francis; Nilou Mirashemi remained the Chemistry teacher. Billy Banh replaced Kaytie Cowans teaching Biology/IB Biology.

In Social Science, George Lawrence retired; the position was not replaced. IB Psychology 2 was added and combined in the same section with IB Psychology 1. AP Psychology was reduced from two sections to one section. Richard Lozano attended IB training, year one. Tim Titus and Richard Lozano attended IB Extended Essay training.

In Special Education, one teacher changed from teaching Math to teaching Science, for one period. One teacher changed from teaching ELA to teaching Social Studies for one period.

In VAPA/Electives/AVID, Dave Williams replaced Cynthia Holland teaching the Business Certification course.

In World Languages, Ricardo Reyes was hired to teach Spanish 1 & 3. Christopher Houseman, French teacher, also taught AVID this year. He retired at the end of the school year; the French language program was terminated. Norma Martinez, Spanish teacher, began teaching EL Course 1-2 and ELA 1-2.

In Counseling/HEC, registration orientation was conducted both on paper and online. Incoming ninth graders received an email from administration with course descriptions and Google forms for completion.

2020-2021

The eleventh grade IB cohort increased, leading to the necessity of adding new sections of many courses. This required more teachers of these classes to instruct the new sections. There are 249 students in, grades 7-12, enrolled in this program, including those enrolled in the preparatory courses in grades 7-10.

In ELA, classes are very large this year; some are over 40 students per class. IB teachers in the ELA department are teaching more IB courses and therefore are fewer regular courses; regular courses are very large in comparison to the IB courses. Chyna Tran, IB teacher and AP English Language teacher, also became Cheer coach, which gave her an Athletics class prep.

In Math, due to another staff reduction districtwide, staffing was reduced to 8 teachers. Temporary teachers were released (including the teacher on maternity Leave). One math teacher became a technology Teacher on Special Assignment (TOSA) and AVID instructor. A decision to change teacher assignments was made by the chairs with the support of the principal. Veteran staff were assigned to teach prerequisite courses in order to build a better foundation for the students and to ensure the alignment of instruction throughout the curriculum.

In PE, there have been no additional staff changes or schedule changes.

In Science, there have been no additional staff changes or schedule changes.

In Social Science, Richard Lozano started teaching a second section of IB History. IB Psychology was split into two sections for years one and two.

In Special Education, there have been no additional staff changes or schedule changes.

In VAPA, NJROTC Chief Matthew Christensen was moved to Santa Ana High School to facilitate the program, and Saddleback students who are enrolled now report to that campus for instruction and drills. An additional art class, Drawing/Painting 1, was added to the master schedule and is being taught by new hire Amber Allen. The Business Certification course was eliminated, and teacher Dave Williams left Saddleback. The Spyder 3D Lab was added, offering student certification from Roland and Ricoh.

This program provides internships and jobs in the tech industry to graduating seniors. This is funded by a Prop 51 grant. Three AVID Excel courses for ninth grade students were added.

In World Languages, Felipe Anaya, Dual Language teacher, transferred from McFadden Intermediate. He is teaching Spanish 1 & 2. Zayra Rivera, Spanish teacher, began teaching AVID and IB Year 1 Spanish.

Distance Learning

2018-2019

The sole instance of online learning was through the APEX program. APEX is a self-paced curriculum that students completed online with the help of an in-class teacher (Monica Dalton). APEX is primarily a credit recovery program.

2019-2020

Classes were held in person until March 13, 2020. At that time, the Santa Ana Unified School District determined that it was in the best interest of students, staff, and the community at-large to suspend in person instruction.

Asynchronous, online learning began March 23, 2020. Teachers posted lessons to their Google Classrooms for students to access and continue their learning. Because of such a dramatic shift in learning format, the district asked schools to adopt a "Do No Harm" approach to grading. This "Do No Harm" policy mandated that all online assignments be considered enrichment and that no student was to receive a grade below C.

The principal implemented a staggered delivery of instruction. This was to help ease the stress our students were dealing with and to provide students with much needed structure. Departments were assigned specific weekdays on which to upload enrichment for students to complete. Many teachers created additional meeting times for students to "check-in" and ask additional questions about enrichment. Administrators, teachers, and students in the IB program met online, on a voluntary basis, three times a week for support and to check in on social/emotional health.

Google Classroom and Google Meets were the primary means of dissemination. Zoom also was used. Most teachers utilized content-specific videos from YouTube and a portion of teachers created their own videos to share with students. Science utilized ExploreLearning.com for virtual labs and the Math Department used Khan Academy, CPM Lessons, and Delta Math to deliver online enrichment. Additionally, the district formed teams that created content-specific learning packets that were delivered to students via their home schools. The Google Suite was used by students to complete their enrichment activities. The AVID tutors were available for online tutoring to all students.

In place of finals, staff agreed to assign enrichment projects in lieu of traditional, cumulative finals. International Baccalaureate tests were canceled but modified online Advanced Placement exams were administered to students.

The two biggest challenges were the delivery of curriculum in the absence of a unified online learning model/schedule and addressing the emotional well-being of our students. There was a noticeable drop in student participation and assignment completion. Counselors maintained their delivery of various presentations and the school psychologist (in tandem with other site staff) continued assessments.

Evidence of these practices and procedures include (but are not limited to) - Aeries Gradebooks, Google Classroom streams, videos (Meets and teacher-made), district-created learning packets, and email correspondence.

2020-2021

All classes began the school year using synchronous online learning on August 17, 2020. District policies mandated that all classes set a 50% minimum grade for all students, but grades of D and F were once again allowed. Late in the semester, the district raised the minimum grade for all students to 55%.

To help provide additional stability to students and their families, Saddleback adopted a rotating hybrid schedule. Students attend three of their classes from 8:00 am to 11:10 am each day. Students then attend a tutorial period from 11:15 am to 12:15 pm. For example, on a Monday, students attended periods 1, 2, and 3 (8:00 am to 11:10 am), and then attended period 4 tutorial (11:15 am to 12:15 pm).

Guidance from the district and the principal asked that teachers incorporate Social-Emotional Learning (SEL) activities into their curriculum to address the emotional challenges students are currently facing. Many students are dealing with additional responsibilities: caretaking for siblings, working to support the family, and dealing with additional personal struggles. To better support our students, teachers have incorporated SEL activities that include relationship building ("Check-ins" using Google Forms), team building (Chatbox questions), and greater flexibility in completing their assignments.

In addition to teachers incorporating various SEL activities into their curriculum, Saddleback has developed additional student supports:

> ***ParentSquare*** – District-adopted online tool that unifies communication with students and the community. Teachers and staff use this application regularly.
>
> ***Office Hours*** - All teachers are available to students on Mondays, Tuesdays, Thursdays, and Fridays from 1:00 pm to 2:52 pm. This time is used by students to ask clarifying questions and complete assignments. The IB program has instituted mandatory office hours for students who are falling behind. Wednesday afternoons are reserved for staff and department meetings.
>
> ***F.A.C.E.*** – Provides methods of engagement with parents and various resources for the Social/Emotional Health of families and the school community. Examples include referrals to community health agencies, technology support, help with district resources, and the Wellness Center.
>
> ***Counseling and School Psychologist (team)*** - Provides additional student check-ins and supports.
>
> ***ASB*** - Created weekly events to engage with and connect to students. They also created the Remarkable Roadrunner program, which allows teachers to recognize the work and efforts of individual students.
>
> ***AVID*** - Tutors' Corner is an online office space that all students can access to seek academic and other support. This is in addition to the Office Hours period provided by all teachers.
>
> ***Tech Support*** - Saddleback has created a seamless process for students to get their technology needs and issues addressed through the creation of an online tech support portal.

The primary Learning Management System is still Google Classroom. However, a districtwide effort is being made to move all teachers to Canvas by the start of the 2021-2022 school year.

Teachers primarily use Google Meets to conduct the synchronous online classes, while a few are using Zoom.

To further support student achievement, Saddleback staff are utilizing the following online learning tools:

Schoolwide: Google Suite

Math: YouTube, Kahn Academy, Delta Math Plus Videos, Delta Math Practice, CPM Lessons, Skill-based Worksheets

Science: ExploreLearning.com (virtual labs)

Social Science: e-Textbooks for World, US, and Psychology (training included)

Career Technical Education: Photopea.com, gravit.io

VAPA: YouTube videos (includes teacher-created videos), Photopea.com, noteflight.com, soundtrap.com, musictheory.net, online music software

The complete list of online tools being utilized by Saddleback staff can be seen in the appendix.

Some challenges remain: overall student contact (minutes and lack of in person instruction), paring of curriculum (due to time and Internet issues), Advanced Placement coursework (due to limited hours and connectivity), and student engagement (due to lack of in person instruction).

Evidence of these practices and procedures include (but are not limited to): Aeries gradebooks, Google Classrooms, videos (Meets and teacher-made), Hybrid Schedule, and ParentSquare correspondence.

Course-Alike Planning

The Saddleback staff meets in course alike teams at least once, sometimes twice per month (on our designated Course-Alike Meeting days) to create common assessments and resources and to share best practices. With online learning, the focus of these course-alike discussions has turned to finding ways to help students succeed and remain motivated while learning in a virtual setting.

2018-2019

The Career Technical Education (CTE) teachers collaborated on all aspects of design and the delivery of classwork, including lesson planning, software, and applications. CTE Pathways were defined with multiple class offerings, including the popular Art of Digital Photography. The team worked on and was awarded a grant for a communications hub which will lead to the creation of several new classes and a new delivery method of content.

The ELA teachers collaborated by course to develop lessons and assessments, including the final exam. They checked with other teachers regarding the progress of students. Teachers also collaborated with special education teachers, who worked with general education ELA teachers daily.

The IB teachers met periodically, cross-curricular, to discuss grading plans, student progress, the extended essay, and other IB needs. A chief topic was how to help struggling students.

The Math teachers, including Special Education Math staff, continued to maintain the department's long-standing history of meeting in course-alike teams (both formal and informal) to share resources and best practices and to create pacing timelines and assessments.

The PE teachers participated in course-alike planning to align topics and activities. The ninth and tenth grade units centered around venues: track, gym, and blacktop.

In Science, the Biology teachers met weekly in course-alike teams to align curriculum and resources. The Physiology and Anatomy curriculum was aligned by the Science Curriculum Specialists. Many advanced course offerings (Physics, Honors Chemistry, IB Biology, AP Biology, AP Chemistry, seventh and eighth grade science, and Biomedical Academy) were taught by individual teachers. The Biomedical Academy is paced by Project Lead the Way (PLTW). The New Generation State Standards training began with the department chairs attending a National Science Teachers conference.

The World History and US History teachers collaborated to create common assessments, share DBQ resources, and resources provided by the district curriculum specialists. IB and Advanced Placement courses were taught by individual teachers.

Teachers in the Special Education Department met with their content course-alike groups once a month to discuss effective strategies and share resources.

The VAPA department is comprised of several unique subject areas. Thus, much of the course-alike planning happens via district led PLCs and cross-curricular projects (graphic arts students create promotional flyers for band concerts/events).

The World Language teachers met in course-alike groups to review and monitor the effectiveness of instruction of common assessments, lessons, and student placement.

2019-2020

The Career Technical Education (CTE) teachers continued to collaborate on all aspects of design and the delivery of classwork, including lesson planning, software, and applications. A new course, The Art of Design for Social Media and the Web was also added to the CTE pathway. Pathways were strengthened through a delineation of content, with Art of Graphics acting as the feeder to higher level courses.

ELA teachers collaborated on a daily basis because they worked in close physical proximity. With distance learning, teachers continued to collaborate based upon need, mostly by phone, email, or Zoom meetings.

The IB teachers met as a cross-curricular team three times a week, with students included, during last spring's distance learning. Private meetings were also held between staff, students, and parents for those who are struggling to succeed.

The Math teachers' need for course-alike planning grew in importance, particularly with the advent of distance learning. Course pacing and resources (including videos) had to be adjusted for asynchronous work.

The Physical Education teachers continued to plan activities around venues. Course-alike discussions involved common unit assignments and course assessments.

The Biology teachers continued to meet in course-alike teams to align curriculum and share resources. Many course offerings are still taught by individual teachers. A digital introduction to the New Generation State Standards (NGSS) was offered through Canvas. Two teachers did a "roll out" training with the Orange County Dept of Education. Four additional teachers were also in the middle of training when the shutdown took place.

The World History and US History teachers continued to collaborate to create common assessments, share resources, and alter instruction due to asynchronous learning.

Special Education teachers continued to meet with their content specific course-alike groups, particularly how to help their students succeed with distance learning.

VAPA teachers continued to participate in district PLCs and cross-curricular activities.

The World Language teachers are constantly reviewing the effectiveness of instruction and planning new courses of action, such as reviewing pacing guides, lesson plans and assessments. Teachers began a trial phase of Vista Higher Learning textbooks, which were being considered for adoption. They attended professional development provided by the district to review, compare, and discuss new state World Language Standards.

2020-2021

The Career Technical Education (CTE) teachers continue to collaborate on all aspects of design and delivery of classwork, including lesson planning, software, and applications. An additional new course, Entrepreneur/Enterprise was added to the CTE pathway. This course was created from a grant in conjunction with the Orange County Department of Education, Spyder 3D in Brea, and the e-Sports community. Teachers from CTE, Science, Math and ELA are planning to augment and expand this pathway across curricula.

The ELA teachers continue to collaborate on their own through email, texts, and Zoom meetings, usually in groups of two only. For ELA collaboration with Special Education instructors, teachers rely on email and text via phone so as not to disrupt the class period.

The IB teachers meet the first Tuesday of every month with a deeper focus on students' emotional welfare, such as student anxiety and lack of motivation, and possible intervention strategies. Recruitment, data, and updates on the IB test are also discussed as well as best practices for teaching such extensive content in a limited amount of time.

The Math teachers' course-alike planning became more lockstep in nature due to the demands of synchronous learning and limited class meeting time with the mini-block schedule. Although formal meeting time (two times per month) is built into the bell schedule, the math staff have obtained additional course-alike meeting time to align methodology and define key algebraic standards to be spiraled throughout every core course. A formal meeting schedule, which allows each teacher to meet with each of his/her course preparations weekly, has been designed for Monday office hours and at the regularly scheduled course-alike meetings. Operational items are sent via email, so that department meeting time can also include course-alike planning.

Physical Education teachers continue to meet in course-alike teams to discuss assignments and share resources. Current discussions are centered around distance learning and its impact on PE.

The Biology teachers continue to meet in course-alike teams to align curriculum and share resources. Many course offerings are still taught by individual teachers. This year, a NGSS training was offered through UCI and through the district science curriculum specialist. The training started this January and is part of an NGSS certification. Three teachers are currently in the course.

The World History and US History staffs continue to meet in course-alike teams. Most IB and AP courses are still taught by individual teachers. This year, however, due to greater enrollment numbers, AP US History is taught by two teachers who collaborate and share resources. Yet each teacher must also tailor the course content and assessments according to skills needed for subsequent pathways. For example, the pre-IB tenth grade course must also introduce certain skills needed for future IB coursework.

Special Education teachers continue to meet in monthly course-alike meetings to discuss effective strategies to meet the needs of students, especially with synchronous learning.

Drawing and Painting 1 teachers consult with one another to share resources and ideas, but their course timelines are not aligned. These teachers, like most VAPA staff, have been solo teachers for most of their careers, so aligning timelines and pacing will take time for them to implement.

The World Language teachers continue to meet in course-alike groups to review the effectiveness of instruction and planned new courses of action, particularly with Distance Learning. This year, teachers are piloting the Vista Higher Learning Textbook in accordance with the department's vision to implement researched-based strategies and to determine an efficient digital platform.

Grading

2018-2019

In most cases teachers maintained previous grading policies.

In ELA, the department maintained departmentwide grading policy. ELA grading categories included writing/assessments, classwork, and homework. The points allotted for homework counted no more than 15%. The department also offered test retakes, tutoring, student choice, and extra time when needed for both regular ed and special education students.

In Math, the staff adhered to a departmentwide grading policy, utilizing agreed upon weights for tests, quizzes, and other work. Teachers still had the freedom to give their own quizzes as needed and decide how assignments were categorized. This practice led to a variance in grading per teacher/subject. For example, some teachers counted all quizzes together while others gave a greater weight to individual quizzes. Test retake scores varied per subject. Foundation subjects permitted retakes to count as a maximum 70%, but advanced subjects gave group re-correct exams, so these results were given minimal points.

In PE the departmentwide grading policy was based on percentages: 50-59% F, 60-69% D, 70-79% C, 80-89% B, 90-100% A.

In Science, the department maintained a course-alike grading policy, including weighting of categories. Honors and AP courses gave more weighting to assessments.

In Social Science, the department maintained a grading expectation of weighting formative assignments at 40% and summative assignments as 60%.

In Special Education, the department maintained a grading expectation of a 50% minimum for all assignments. Many teachers individualized grading based on an individual student's disability and learning needs. Late work was always accepted.

In VAPA/Electives/CTE, the department included curriculum in a wide variety of subjects with differing requirements. Therefore, it did not follow a departmentwide grading policy. During this period, however, it did adhere to all district and campus grading policies.

In World Languages, teachers in the department graded on the following categories and percentages: Classwork: 30%, Participation: 20%, Homework: 10%, Assessment/Projects: 40%.

In Counseling/Higher Education Center (HEC), the staff maintained a departmentwide grading policy.

2019-2020

Until March 2020, most previous policies remained in place. The sudden shift from in person to online learning in March led to a change in district grading policies that teachers were obliged to implement. The new "Do No Harm" policy mandated passing grades for all students. Only grades of A, B, or C were permitted.

In ELA, students who would have had a D or F but received a C were promoted to the next level despite not having demonstrated the necessary skills. Semester two traditionally includes several important writing assignments that help develop students' writing skills. Some students entered semester one of 2020-2021 having been exposed to fewer types of writing prompts, and they had considerably less writing practice. Some students displayed a loss of motivation.

In Math, the department maintained its earlier policies after the switch to online school until the board policy was adopted. When the new policy took effect, the department retained the standard A and B ranges but altered the C range to 0%-79%; grading weights remained the same. Student effort declined, particularly in the area of homework, which led to poor quiz performance. This policy was damaging to the Math program as many students advanced to higher classes without the necessary pre-requisite skills. The administration was unable to enforce summer school once students had received a C for the course. Although students still attended summer school, there was a definite decline in enrollment, particularly in second semester. In summer school, students had to show 60% of the work to earn a C as the A, B, C policy was still in place. To improve grades, students were enrolled in APEX. This time, however, teachers awarded grades based on the APEX system.

In PE, the department maintained the same grading policy until the school board adopted a policy that set C is the minimum grade. As a result of this policy, all students were required to receive a passing grade no matter how little work they turned in.

In Science, when the policy was passed, attendance dropped precipitously. Students did not appear to learn material that was presented in the Spring.

In Social Science, attendance, assignment completion rates, and quality of student work deteriorated after the new policy was adopted.

In Special Education, the new policy allowed students to earn 30 semester credits for graduation. Those students who were behind in meeting graduation requirements fell no farther behind.

In VAPA/CTE, no grades below C were issued. While this led to increased percentages in grading, there was a decrease in motivation and effort.

In the World Languages Department, the adopted grading policy seemed to affect student performance and readiness. This led to students being promoted to the subsequent levels without demonstrating the skills necessary for that level.

In Counseling/HEC the department reviewed all senior graduation flow charts after the new policy was adopted. This resulted in an increased graduation rate and less student need for summer school or alternative education.

2020-2021

At the beginning of the year, the district set a 50% minimum grade for all students but allowed D and F grades once again. This was changed in late Fall to a 55% minimum, still allowing D and F grades and mandating retroactively that only work begun in class could lower a student's grade.

In ELA, the department has complied with the policy. It also, as always, offers test retakes, tutoring, student choice, and extra time when needed for both regular education and Special Education students.

In Math, the staff met to analyze the effect of this new policy and found it permitted too many students to pass with minimal effort despite weaker skills. The department redesigned its grading policy to a 40% minimum and a new weighting system. When the new district policy was adopted in December, the department grading policy was redesigned again to change the weight system to balance out the 55% minimum. A more stringent category weighting scale was designated for Honors since these students

need to demonstrate college preparedness. When teachers discovered the Honors weight scale was too damaging, the Math staff agreed to alter the scale once more with category weights being eased to provide a better balance. Work stoppage and increased cheating has been observed, likely because students had hoped the A, B, C policy would eventually be put in place. Students are now trying to raise grades.

In PE, students in the department now complete all assignments in class in compliance with district policy. Students are assigned videos and workouts.

In Science, all teachers have implemented the 55% policy. Grades are only given for synchronous work and work started in class. Students who are enrolled in courses that build upon the previous year lack foundational knowledge that was missed in the spring of 2020.

In Social Science, the new policy obliged teachers to introduce new material during live class instruction (as opposed to a 'flipped' model), and they were not permitted to grade work unless it was started in class. While there was some increase in assignment completion rates were better compared to the late Spring of the previous year, these factors deteriorated late in the semester.

In Special Education, the department is compliant with this policy. As such, Special Education classes assign no homework, and all classwork is accepted until last day of semester.

The VAPA/Electives Department is compliant with the new policy. The decreased effort observed in the previous year was observed again.

In World Languages, all teachers are following school board implemented grade policy. All World Language teachers are using Parent Square, Google Voice, and email to communicate with parents regarding student progress and performance, focusing on students with Ds and Fs. Teachers have had to be more flexible on expectations and rigor and increase scaffolding to make lessons more accessible to students. The IB program implemented mandatory office hours for students with Ds and Fs.

III: Engagement of Stakeholders in Ongoing School Improvement

In the Fall of 2017, the staff used weekly professional development Wednesdays to meet in cross-curricular focus groups to discuss and make contributions to the criteria of the self-study. As each department was represented, focus group leaders were able to obtain and notate a wide variety of contributions and contribute “best practices” for the criteria.

The product of these discussions was then brought to home groups consisting of individual departments during their monthly Wednesday department meetings. In these meetings, department members were able to add greater detail to the information collected in the focus group meetings, contributing ways in which each teacher was implementing those practices in their classrooms. The department chair then oversaw the development of a narrative that described each department’s efforts for the criteria identified by the self-study. After those narratives had been compiled, department chairs then met with the WASC team. In these meetings, the department chairs discussed their department’s contributions to each criterion.

With the data collected from the self-study, the campus Instructional Leadership Team (ILT) then met to align the district’s LCAP goals, the Single Plan for Student Achievement (SPSA), and the specific needs identified by our stakeholders to create an action plan aimed at making robust progress toward all of these goals as a unified whole. This plan was then brought to the whole staff for review and for any final contributions. The visiting committee approved the WASC Action Plan/SPSA unified document.

Through the next three years, the administration provided development and updates on the goals of our Action Plan. Departments discussed and worked on their own to implement, in accordance with the individual curriculum of each department, the needs expressed by the administration. ILT continued to meet and identify funding priorities toward meeting these goals. This occurred even after the switch to virtual learning that occurred in March 2020.

Despite the closure of the physical campus for the COVID-19 pandemic, stakeholders were still able to contribute to the preparation of the progress report. Department home groups met virtually on their assigned professional development Wednesdays to update their progress and report this to the WASC team. Department chairs again compiled member contributions and brought them to the team. Course-alike groups met in a similar way. ILT also met virtually to make its contributions, utilizing the Summary Student Data from the current SPSA. Although it was a challenge to do this in our current environment, we did our best to reach out and obtain input from all stakeholders.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

At Saddleback High School, we have our Action Plan/SPSA united in goals and objectives. These are tied to our LCAP goals which provides a stable environment that allows all students to achieve. Our Critical Student Learning Needs are addressed across the curriculum, including the social/emotional impact on our students. To update our Action Plan and revisit our goals, we with a staffwide review of our Critical Student Learning Needs.

Critical Student Learning Needs

Area #1: Reading and Writing: 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 are keys to meeting this need.

- Purposeful schoolwide academic language and vocabulary using words that are subject-specific and have multiple meanings across disciplines. Writing topics are designed to include global issues, themes, and opinions through personal statements, and argumentative essays while also using online resources.
- Students will continue to develop language to articulate their answer and to explain their rationale or viewpoint. Students are encouraged to use academic language.
- One-to-one Chromebooks allow all students to have equal access to a variety of search engines, online databases, and social media applications for the use of academics.

English Language Arts

In English Language Arts (ELA), utilization of technology has become even more crucial in the distance learning environment. Google Classroom and Canvas are the platforms in use. Interactive software such as Nearpod is used to assign students SAT prep vocabulary. Students research different perspectives online to inform their writing in informative and argumentative essays regarding global issues. Sentence starters and academic language are still reinforced, and vocabulary lists are posted on Google Classroom. Writing prompts are assigned on Google Docs and discussions are facilitated on Google Classroom while teachers use Padlet as a resource to view all responses at once and allow students to interact with each other in a live discussion. Canvas is used to facilitate class discussions. Standardized tests, such as MAP and the District Writing Assessment (DWA) show growth and are still relevant in the digital environment. DWA is administered now through a digital platform called MyAccess which provides automatic student feedback in the practice phase. MyAccess also contains learning tools to assist students with their writing.

College portfolio personal statements, IB Extended Essays, and Senior Portfolio Interviews are used as authentic formative assessment and show growth of student work over four years. These goals and objectives are revisited annually in accordance with the action plan.

Physical Education

Distance learning has allowed the department to target more of the Physical Education Course 1 and Course 2 content areas while also targeting Physical Education Model Content Standards. Teachers can share more detailed presentations for each of the content areas via distance learning given that on campus learning and accessibility of classroom tools are not available at this time. Purposeful schoolwide academic language and vocabulary is emphasized through a variety of software platforms such as Nearpod where engaging lessons are presented. Google Slides and Flipgrid are also used for

presentations. Research projects, journals, direct instruction, and verbal discussions utilizing the chat box encourage reading and writing in the department. Students are encouraged to conduct informational searches using their Chromebook, personal computer, or phone during and outside of class before each unit to increase and clarify their understanding. Students are also encouraged to gain prior knowledge that will support their understanding of upcoming material.

In the distance learning environment, student learning is accomplished through daily lessons using YouTube and/or teacher created videos supporting the material of the day. Worksheets with comprehension questions are also assigned to check for understanding. Google Forms are utilized to assess student comprehension of the material at the conclusion of each unit. Students use the terminology learned to create written reports, provide short-answer essays, and to communicate with other students via discussions in class. Students demonstrate evidence of progress since the 2018 self-study through their knowledge on the effects of physical activity upon dynamic health and the mechanics of body movements: combative, gymnastics, aquatics, team, dual and individual sports as well as using vocabulary/terminology through the chat box during class discussions and Flipgrid recordings. Students demonstrate knowledge by means of Google Form assessments and worksheets. They also effectively respond to engaging questions through Nearpod presentations. Students exhibit mastery regarding proper form of physical skills via the camera during class workouts; additionally, they are aware of the importance of PE in schools. They appreciate the lessons on health-related fitness, benefits of exercise, and body mechanics even more in the distance learning environment. Students are using academic vocabulary implemented in each unit during discussions and written research projects. Student are using their Chromebooks successfully to navigate digital tools and complete assignments. This digital mastery students are exhibiting will enhance lifelong learning.

Science

In Science, the COVID pandemic has provided many examples of biology in real life. New, real world examples are in the news daily. Daily lessons are centered around COVID data where students are taught to check daily rates through credible sources. Students are using academic vocabulary to discuss symptoms and seek out reliable peer-reviewed data. This data are then compared to what they find on social media. This engages the students meaningfully as COVID is real and current to them. Measuring that engagement and excitement is challenging, however. Anatomy classes have used COVID to learn about the respiratory system and its vulnerabilities. Anatomy classes are also learning about hoax data and learning about the value of real scientific research and validation by peer-reviewed sources. Students are learning not to use social media to get information about the COVID pandemic. Students are learning to research credible sources and ignore those with bias. Students are learning about data trends, prediction of future trends and how to interpret data. Students continue to develop academic language by seeing out the source data of news and only go to those that have scientific data to support it. IB students in science conduct relevant investigations through Internal Assessments (IAs) which require background research of scholarly, peer-reviewed sources. In these investigations, students analyze and write conclusions based on collected data, as well as evaluating limitations and improvements to their investigations. In Physics, students are assigned four essays a year: 1. A fictional account of students' trip to a black hole wherein they need to demonstrate their knowledge of black holes; 2. A research paper on the topic of their choice (not assigned during distance learning); 3. An argumentative essay with student's opinion on whether Truman should have dropped the atom bomb on Hiroshima; 4. A fictional account created by each student as to where they will be in seven years if they can be anywhere they want.

As evidence of progress evolves, students are learning and troubleshooting the variables that affect statistical outcomes. Students are interpreting data, providing claims/arguments with evidence and reasoning. Distance learning has encouraged students to be more active in their own learning. They are

asking more questions through alternative routes from the traditional classroom, such as private chat messages, chat box, emails, and office hours/tutorial. Writing evidence: students are analyzing data and writing evidence-based conclusions. Students are also writing reflections, summarizing credible sources/articles, and participating in scientific writing in their online science notebooks (Claim, Evidence, Reasoning model). Students continue to develop academic language by asking more questions using scientific inquiry. Students can articulate symptoms using technical terms. Students can interpret scientific data about COVID rates and make predictions about future COVID in their community. Student requests to return to in person school are decreasing as students learn about the disease transmission and local infection rates. Academic discussions about the efficacy of vaccines are increasing. Students are learning that science is never 100% certain but are learning about the important of statistical relevance. Students are becoming more aware of the importance of science literacy. More online tools for students to engage, participate, and ask questions, such as the class chat, reaction emojis, or online polls. This gives some students more of a "voice" in class. Monitoring and reporting is interrupted when standardized state tasting is suspended from 2020-2021.

Social Science

In Social Science, a new textbook adoption with interactive features was launched this year. These texts meet different native language needs through literacy implementation and students can participate in read-alouds and answer questions electronically. These E-textbooks were adopted during the distance learning environment, and they will be authentic for years to come when in person learning returns. Most teachers in the department have reduced the frequency of long essays and full DBQs in favor of AP-style short-answer questions (SAQs) or a thesis paragraph on an individual topic. These assignments are no less rigorous than the "bigger" writing pieces, but without the challenge of monitoring student writing in the distance learning environment. Plagiarism has been an issue. Department members are making increased use of digital resources like Nearpod, especially the polling and vocabulary features. Nearpod also reinforces writing and response skills as teachers can turn their Google Slides presentations into Nearpod presentations through the addition of response windows and other tools. There is an increased emphasis in editing and scaffolding to assist peer editing in breakout rooms, another challenge in the distance learning environment.

AP teachers are making use of "daily videos" to reinforce key vocabulary and skills and following this up with progress checks available through College Board. IB teachers continue to teach the writing components of the exam including the long-term internal assessment. The Internal Assessment (IA) reinforces academic researching and writing skills and also requires students to not only formulate, but then investigate and evaluate their own historical research question or, in Psychology, to conduct a replication of a previous experiment. During the distance learning environment, students have met more frequently with teachers during office hours with students for feedback on drafts. Likewise, in other history classes, students are working with another teacher on a long-term "History Day" project- a multiple-stage rigorous research project. Kami is a pdf reader and editor that functions as a document camera—broadcasting a document to a classroom and making and discussing edits in real time.

Many teachers have de-emphasized chronology or pacing guides as a dominant structural factor, especially in College Prep and Honors level classes in favor of more flexible thematic discussion. This has been able to capitalize more effectively on current events to build in more spontaneous, though relevant, discussion; this can be more difficult via distance learning. Although the DBQs assigned less often they are now introduced more gradually and in chunks in keeping with the smaller, more frequent writing assignments.

Academic vocabulary is still stressed, especially in particular social studies uses of the terms. This is often done through opening 'do-now' activities posted by way of Google Classroom or Canvas. In Psychology,

the teacher has been placing particular emphasis is placed on separating the science and scientific language of psychology from the more well-known but less academic field of "pop psychology" that makes up what many people know about the subject.

Visual and Performing Arts (VAPA)/Electives/CTE

In the VAPA/Electives/CTE Department, sentence frames are still applied to support student writing. Online platforms such as Nearpod, Pear Deck, and Kahoot! are utilized in courses across the department to incorporate writing, current technology, global issues and themes. Jamboards, Google Forms, and embedded videos with questions are used as teaching and learning tools for students to utilize in the distance learning environment. In the CTE photo class, Padlet is used for students to read creative briefs outlining all the elements of a client project. Students use trade terms to present verbally how they approach and complete the design.

In art classes, teachers use Google Slides with embedded videos to present academic vocabulary and check for understanding. Due to distance learning, student-teacher casual conversations to practice subject specific terms is not happening. To that end, digital platforms like Google Classroom and Nearpod are used to introduce content. Jamboard, Padlet, and Flipgrid provide opportunities for students to practice using their vocabulary and demonstrate understanding through written or oral participation in class critiques. Quizlet, Quizzes, Kahoot!, and Flippity are used as formative assessments to check for understanding. Google Forms, written responses, and visual art projects are summative assessments to determine mastery.

In music classes, Teachers use Nearpod to introduce and implement academic vocabulary, reading and writing, and check for understanding. Tools like Google Forms and Quizizz in addition to virtual performances are used to assess learning and progress.

In AVID, the ninth grade Mandala Essay is still the first semester final project; in the distance learning environment, students present screenshots of the mandala drawing or digital pictures. Personal Insight Questions (PIQs) and personal statements in the junior year are now reviewed and instructor evaluated via Google Classroom. The AVID binders are now e-Binders. AVID tutors meet with students in Google breakout rooms where documents can be screenshared for assessment. Tutorial Request Forms are collected by the teacher and students are assigned breakout rooms for the following day according to their academic questions. Digital tools such as Padlet, GC, Prezi, Google Slides, and Jamboard have allowed AVID to operate effectively in the distance learning environment. College and career research, the vision board project, and community service events have been adapted to this remote learning situation. Students in AVID and AVID EXCEL learn to grasp and utilize academic language via a bi-weekly word wall using Padlet. College Spring classes utilize PowerPoint presentations for both Math and English, and students have hard copy workbooks for practice at home. The previous year's students showed a gain of nearly 100 points on the diagnostic tests.

World Languages (WL)

In the World Languages department, the French language program has been eliminated following the retirement of the French teacher. WL is currently in the process of a new textbook adoption and are piloting five levels of Spanish from VHL. Voting will take place in the Spring to agree on a new textbook. In addition to teaching Spanish, Norma Martinez is also teaching beginning ELD classes. Those classes were previously offered through the ELA department. MAP assessment reading scores are reviewed and used by the department to guide planning. The 8th grade placement test is reviewed and modified every year to incorporate essay writing assessment. This has resulted in more accurate placement of incoming Spanish students.

World Languages teachers have noticed a sharp decline in our student's oral participation. Oral practice is key to mastery of accurate pronunciation and comprehensible communication of the target language. At department meetings, teachers have experimented with different technologies to troubleshoot any challenges that they have encountered. Many teachers use Pear Deck and a couple prefer Nearpod for interactive presentation of lessons. To tackle our lack of oral production, we regularly use Flipgrid and Voice Thread for oral projects and discussions between students. Our Day of the Dead projects were scaled down this year. Pre-COVID, they were exhibited and presented to our Santa Ana community at the Downtown Noche de Altares festival. Since public gatherings were eliminated or restricted, only a few teachers did projects with their students using Google Slides. To liven up the spirit of games and competition we continued using Quizlet and Kahoot!, but we also added Quizziz.

The GoGuardian software was used to identify students who did not participate, so teachers could send private messages for extra motivation. The only limitation with GoGuardian is that it only works when the student uses their school-issued Chromebooks. Many students are able to get around GoGuardian by using other devices. Google Classroom, and the Google Suite are the primary vehicle for meetings and assignments. Zoom was problematic, so most teachers turned to using Google Meet. Unfortunately, this latter platform is not conducive to group activities as well as Zoom, so this change has its disadvantages. Lastly, BrainPop in Spanish and English is also used to present Global issues and grammar concepts.

Area #2: Mathematics: Students will demonstrate effective problem solving and numeracy skills through rigorous, student-centered curriculum involving collaborative math discussions, real-life applications, and the strategic use of math skills:

- Schoolwide implementation of CPM curriculum. This new district adopted curriculum aligns with core math standards as adopted by the state.
- Work with students to participate and engage more in the collaborative piece of CPM and group work.
- Support the Math department with ongoing professional development.

Mathematics

The Math staff implemented the adopted text, College Prep Math (CPM) with fidelity, particularly following the tenets of learning over time and spiraling of curriculum. However, it soon became clear the students lacked the skills and confidence to perform the higher-level thinking activities and follow-up discussions required by each discovery activity. Although teachers tried to implement the suggested CPM strategies of group learning, timelines tended to lag behind and teachers resorted to providing more direct instruction than previously planned. Having multiple changes in staffing also did little to boost student performance.

Although course-alike planning continued informally and formally, it was soon evident that additional planning time was needed to strategize ways to raise student performance. Representatives from each core course offering participated in a vertical team meeting. Teachers defined key standards to reinforce and those that could be minimized so that pacing timelines could include ample remediation and spiraling of content. Following the advice of the principal "to go slow to go fast," if pacing did need to be slowed to suit student need, we would have to eliminate or minimize minor standards. Prior to this meeting, teachers feared they would continually fall behind, leaving less time for future standards to be taught. This meeting produced a major acknowledgement that remediation time and content spiraling are vital components to student success.

As a result of these discussions, the Geometry staff established a proposal to spiral Algebra 1 standards throughout the Geometry curriculum. By observing student work and in-class discussions, the teachers concluded that barriers to learning Geometry were tied to weak algebraic skills and not the subject itself. So, algebraic remediation was built into pacing timelines through the elimination of non-key standards. By adopting this measure, the main goal was to improve the transition to Algebra 2. It was deemed unrealistic to expect students to retain the mastery of standards from two years prior. In this manner, the goal was to create a more integrated pathway, so gaps in learning could be minimized.

A major component of the vertical team meeting was also to align methodologies and academic vocabulary throughout all core courses. Being exposed to different methods from teacher to teacher and course to course led to confusion and weaker student performance. By using the same methodology from Algebra 1 – Algebra 2, students would be better able to recognize solution patterns and build confidence as they progressed to higher levels of mathematics.

In the following year, teachers followed faithfully through on these vertical team agreements. Timelines were built around key standards to create extended time for remediation practice and spiraling of curriculum. Reinforcing academic vocabulary and adhering to the same methodology became primary goals. In addition, the Geometry staff continued to pilot its proposal to infuse algebraic skills into the curriculum. These skills were taught at the beginning of each unit and teachers explored ways to spiral geometric content to increase the retention of key standards.

With the advent of distance learning (asynchronous learning) on March 23, 2020, lessons were sent via Google Classroom. Teachers provided support materials via YouTube Videos, Khan Academy, CPM Lessons, Delta Math practice, and skill-based worksheets. Course-alike planning increased in importance as teachers needed to help each other create thematically cohesive mini-units designed for asynchronous learning. Teachers also began to incorporate technology applications, such as Delta Math and Google Forms for assessments.

This year, school began with full synchronous learning via Google Meets, and assignments were sent out via Google Classroom. The bell schedule was created with half-day alternating blocks with a built-in tutorial. Due to less classroom meeting time, the Math teachers once again have had to reevaluate standards to minimize. Methodologies were also re-evaluated as group work more difficult to accommodate with the Google Meets format. Support materials now include teacher-made videos, Delta Math Plus (videos and practice), CPM Lessons, Google Form practice, and skills-based worksheets. Some teachers have begun to use Zoom and Canvas in anticipation of next year's district-mandated platform.

To accommodate the master schedule, a smaller Math staff, and graduation requirements, Probability and Statistics was eliminated from the math offerings. This measure resulted in a change in several teaching assignments to bring a fresh outlook to course alike discussions. Veteran teachers were assigned to instruct foundational courses in hopes of restoring stability to courses that were previously taught by brand new staff as well as reinforce methodology in weekly course alike meetings. Teachers now know, intuitively, which prerequisite standards are taught, and which skills students will need for subsequent courses.

In order to optimize student success, the Math staff continually strives to adopt resources and technology applications to provide immediate student feedback. Teachers continue to utilize best practices, such as random call and break-out rooms for group learning. This year, teachers have incorporated a variety of technology applications to their instructional repertoire. These include Delta Math Plus Google Forms, GoGuardian Chats, and game app such as Kahoot! Through these technology applications, students are able to see errors in a timely manner rather than wait for the usual pencil and paper test.

As we return to the classroom, teachers also hope to resume the use of collaborative grouping, having students up at the board or participating in other white board activities, and the use of contests as additional means of formative assessments.

With the advent of distance learning, course-alike planning has rapidly grown in significance. Teachers meet weekly to create resources and assessments, analyze reteach needs, share methodologies, and even share duties (one teacher makes the videos, another makes the quizzes). Even though planning time was built into the bell schedule (two times a month), the Math staff requested to meet weekly, including using department meeting time. The Math staff follows a formal meeting schedule to allow each teacher input on every course that he/she teaches. Instruction has become much more lockstep than in years past and is well recognized as a necessary factor in student success during these difficult times.

The Math and Special Education math staff recently met to strategize how to provide ample practice given the new board policy of "No Homework." Information based on student surveys helped guide the decision-making process to create a department policy. The last thirty minutes of class is devoted to in-class practice. Warm-ups and exit tickets are still assigned, albeit they are shorter in length. Topics are spiraled regularly with every classwork assignment and reinforced during the tutorial period to maximize in-class instructional time.

Although teachers have always offered tutoring before, during, or after school, now it is a part of the bell schedule with Office Hours offered from 1-2:52pm daily. This allows students to receive one-on-one tutoring as needed. AVID tutors also provide tutoring from 1:00 -9:00 pm Monday through Saturday. These support systems are vital to student success and should be continued beyond distance learning.

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

- Continue PBIS strategies and implementation schoolwide Tier 1 through Tier 3.
- Continue to enhance student-adult relationships through positive behavior strategies.
- Continue to increase attendance, social emotional support and decrease suspensions.
- Lower classroom referrals and discipline issues and infractions.

Counselors/Higher Education Coordinator (HEC)

Throughout the distance learning period, counselors have moved from in person student meetings to one-on-one Google Meets/Zoom meetings with both students and parents; credit recovery options are offered here. Counselors also provide individual social emotional check-ins and work with the Local Scholars Program (LSP) to support the academic tutoring needs of the students. COST team referrals and services data continue to be part of the counselor's assistance and teamwork. Counselors collaborate with teachers to support students by connecting to their virtual classrooms and office hours; they also continue student support with financial aid and college applications. To support student needs in this distance learning environment, the department continues to field inquiries such as Sendedu, EAOP applications, Common Applications, Coalition application, and letters of recommendation, in addition to other college programs and scholarships. Counselors collaborate with Julie Anderson, Outreach Consultant; Karla Islas, school social worker; Elvia Gallardo, registrar; and Carolina Flores, Attendance Tech on student attendance. In this distance learning environment, counselors and the Higher Education Center (HEC) assist and support new students to Saddleback with login class codes and connection to school resources, such as LSP and FACE, and obtaining work permits. Tier 1 and Tier 2 group presentations are done virtually. Counselors and HEC use acuity scheduling for both students and parents to make one-on-one appointments.

In addition to virtual student supports, Julie Anderson and Elizabeth Diaz have spent many days going to students' homes, checking on their well-being and support, and delivering Chromebooks, hotspots, and textbooks to those who cannot come to campus to pick them up.

PBIS remains a strong program on campus. The strategies and implementation schoolwide Tier 1 through Tier 3 are continued. Student-adult relationships are enhanced through positive behavior strategies. Distance learning has made the distribution of TRACK cards and the campus TRACK store unavailable. However, in its place, PBIS continues positive behavior and motivation with shoutouts to students on the school Instagram and Facebook pages. A reward program offers attendance prizes, engagement (students on camera) prizes, and raffles for student participation in this remote learning environment. As the Christmas holidays approached, Mr. Bustamante launched his annual "Bustie Claus" gift drive for our students and families with the help of the PBIS team. This year, prizes were revealed online for students who held winning raffle numbers for them to choose from. Students then came to campus and received their prizes in a non-contact, drive through distribution. This event is popular with staff, students, and parents.

The implementation of the FACE practice began after the full self-study in 2018. It provides methods of engagement with parents and various resource for the social/emotional health of families and the school community. Examples include referrals to community health agencies, technology support, help with district resources, and the Wellness Center. This impactful addition to student supports has been vital in this distance learning environment.

V: Schoolwide Action Plan/SPSA Refinements

Summary: As reflected in the 2018 Action Plan: *One-to-one Chromebooks allow all students to have equal access to a variety of search engines, online databases, and social media applications for the use of academics.*

This commitment to technology has proven vital to student achievement, particularly in this Distance Learning (DL) environment. All students have Chromebooks and those without WiFi are loaned HotSpots for home use. Chromebooks are used to navigate digital tools, participate in meaningful learning, and complete assignments.

English Language Arts (ELA)

- A variety of methodologies and technology tools has increased with Distance Learning:
    - Google Classroom
        - Used for classroom discussions.
        - SAT vocabulary lists are posted on Google Classroom to enhance use of academic vocabulary and sentence starters.
    - Nearpod is used to assign SAT vocabulary.
    - Students research different perspectives to inform writing in informative and argumentative essays.
    - Padlet is used to allow students to interact in live discussions.
    - Canvas is used to facilitate classroom discussions.
    - The District Writing Assessment (DWA) is administered through MyAccess, which provides automatic student feedback.

Mathematics

- Digital resources are used to increase opportunities for immediate feedback of student progress and to provide additional support:
    - Use of *Delta Math Plus* (for practice and step-by-step solutions), DESMOS graphing tool, CPM e-tools (Algebra Tiles), Google Forms, GoGuardian Chats, Quizizz*, and Kahoot!* to support instruction and engage students.
    - Utilize videos (*Delta Math Plus*, YouTube, teacher-created) and visual displays of key concepts provide student support particularly for remote learning.

Physical Education (PE)

- Distance Learning has allowed the department to target Course 1 and Course 2 content standards using a variety of technology tools.
    - Nearpod is used to provide purposeful academic vocabulary reinforcement and engaging lessons.
    - Google Slides and Flipgrid are used for presentations.
    - YouTube or teacher-created videos are used for student support.
    - Google Forms are used to assess learning.
- The students appreciate the lessons on health-related fitness, benefits of exercise, and body mechanics even more in distance learning.

Science

- Students use a variety of technology tools to reinforce writing and research skills and the importance of science literacy:
    - Google Classroom is used for interactive learning.
        - Students research credible sources, particularly in the COVID environment.
        - Students utilize class chats, online polls, and emojis to communicate understanding of difficult source material.
    - Technology has allowed students to be more active in their own learning.
        - Students communicate through emails, chat box, and teacher office hours.
- The COVID pandemic has provided many examples of science in real life:
    - In Biology, daily lessons are centered around these data. Student understanding of COVID transmission has led to fewer requests to return to in person learning.
    - In Anatomy and Physiology, this disease is used to learn about the respiratory system and the difference between hoax and scientific researched data.
    - In IB, students conduct relevant investigations via the Internal Assessment (IA).

Social Science

- There has been an increase use of digital resources to reinforce academic vocabulary, writing, and response skills.
    - Nearpod (polling and vocabulary features; Nearpod presentations)
    - Increased emphasis in editing and scaffolding:
        - To assist peer editing in breakout rooms.
        - Use of Kami, a pdf reader and editor to make and discuss edits in real time.
    - AP Teachers are making use of “daily videos” to reinforce key vocabulary.
    - IB teachers continue to teach writing and research, including the Internal Assessment (IA).
    - In other history classes, students are working with another teacher on a long-term, multiple-stage research project.
    - Academic vocabulary is stressed through “do-now” activities posted via in Google Classroom or Canvas.

Visual and Performing Arts (VAPA)/Electives

- A variety of online platforms (Nearpod, Pear Deck, Kahoot!, Jamboards, Google Forms, and embedded videos) are used to reinforce writing, technology, global issues and themes.
    - In CTE classes, Padlet is used for students to read creative briefs.
    - In art classes:
        - Google Slides is used to present academic vocabulary and check for understanding.
        - Google Classroom and Nearpod are used to introduce content.
        - Jamboard, Padlet, and Flipgrid help students practice vocabulary.
        - Quizlet, Quizzes, Kahoot!, and Flippity are used as a formal assessment; Google Forms, written response, and visual art projects are used for summative assessments.

- In music classes:
  - Nearpod is used to introduce academic vocabulary, reading, and writing as well as to check for understanding.
  - Google Forms and Quizizz are used to assess learning.
- In AVID: Digital tools such as Padlet, GC, Prezi, Google Slides, and Jamboard have allowed AVID to operate effectively in the distance learning environment.
  - Screenshots or digital pictures are presented.
  - Personal Insight Questions (PIQs) are reviewed and evaluated via Google Classroom.
  - AVID binders are now e-binders.
  - AVID tutors meet with students in Google breakout rooms.

<u>World Language</u>

- Use a variety of technology tools to increase the oral participation, reinforce writing skills, and boost student engagement:
  - Use of Nearpod or Pear Deck for interactive presentation of lessons.
  - Use of Flipgrid and Voice Thread for oral projects and discussions to tackle the students' lack of oral production.
  - Use of Google Slides, especially for the Day of the Dead projects.
  - To liven up the spirit of games and competition, Quizlet and Kahoot! continue to be used. Quizziz was recently added for this purpose.
  - GoGuardian software was used to identify non-participants and for teachers to send private messages for words of encouragement.
  - Google Classroom and the Google Suite are the primary vehicles for meetings and assignments.
  - BrainPop in Spanish and English is also used to present global issues and grammar concepts.

<u>Counselors/Higher Education Coordinator (HEC)</u>

- Meetings with students and parents are now conducted via Google Meets/Zoom Meetings:
  - Tier 1 and Tier 3 group presentations are done virtually.
- PBIS utilizes social media platforms Instagram and Facebook to communicate positive behavior.
  - Attendance prizes.
  - Raffles for student participation.
  - Bustie Claus holiday gift drive.

Action Plan

Area #1: Reading and Writing

Person Responsible: Site administrators, IB Coordinator, certificated staff, Instructional Leadership Team (ILT)

Monitor and Reporting: Course-alike/cross-curricular planning minutes, department meeting agendas and minutes, ILT agendas

Description	Evidence of Progress	Timeline	SPSA/LCAP Alignment
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 are key to meeting this need: • Purposeful schoolwide academic language and vocabulary using words that are subject-specific and have multiple meanings across disciplines. Writing topics are designed to include global issues, themes, and opinions through personal statements, argumentative essays while also using online resources. • Students will continue to develop language to articulate their answer and to explain their rationale or viewpoint. Students are encouraged to use academic language. • One-to-one Chromebooks allow all students to have equal access to a variety of search engines, online databases, and social media applications for the use of academics.	• MAP Data • Formative classroom assessment • Student work samples • Schoolwide use of sentence frames • CAASP/CELDT • Summative semester final assessments • Classroom walk-throughs • Instructional leadership team meetings and data charts • IB Extended Essays	Fall, Winter, Spring Daily Ongoing, continually Ongoing, continually Annually Fall and Spring Ongoing, continually Twice Monthly Annually	**LCAP Goal #1: Vision, High Standards, Culture, Leadership pp. 151-156** **LCAP Goal #2a: Reading/Language Arts, pp. 157-161;** **LCAP Goal #2b: Writing Across the Curriculum, pp. 162-164** **LCAP Goal #2c: English Language Development, pp. 165-167**

Area #2: Mathematics

Person Responsible: Site administrators, IB Coordinator, Math Department, Instructional leaders, District Math Curriculum Specialist

Monitor and Reporting: Course-alike/cross-curricular planning minutes, department meeting agendas and minutes, ILT agendas, master schedule

Description	Evidence of Progress	Timeline	SPSA/LCAP Alignment
2. Students will demonstrate effective problem-solving and numeracy skills through rigorous, student-centered curriculum involving collaborative math discussions, real-life applications, and the strategic use of math skills: • Schoolwide implementation of CPM curriculum. This new district adopted curriculum aligns with core math standards as adopted by the state. • Continue to support the Math department with ongoing professional development of CPM, especially during synchronous learning • Continue to utilize best practices (*Think-Write-Pair-Share* and other CPM Strategies*;* break-out rooms for small group instruction) to help students engage in the collaborative	• MAP Data • Master Schedule • Formative classroom assessment • Student work samples • CAASP • Summative semester final assessments • Classroom walk-throughs • Collaboration Wednesday PD • Instructional leadership team meetings and data charts • Course-Alike Meeting Schedule • Vertical Team Meeting Matrix	Fall, Winter, Spring Annually Daily Ongoing, continually Annually Fall and Spring Ongoing, continually Once a month Twice Monthly Weekly Adjust as needed	**LCAP Goal #1: Vision, High Standards, Culture, Leadership pp. 151-156** **LCAP Goal #2d: Mathematics, pp. 168-170;**

piece of CPM and enhance conceptual learning
- Implement pre-requisite skill-building and spiraling of concepts to strengthen student confidence and reinforce core standards and methodology throughout all course offerings

Increase opportunities for immediate feedback of student progress and provide additional support

- Explore technology applications, such as Delta Math Plus, DESMOS, CPM e-tools, Google Forms, GoGuardian Chats, Quizizz*, and Kahoot!* to support instruction
- Continued use of formative assessments (Random Call, White Board Work, Contests/Games, Group Discussions, Exit Tickets)
- Utilize multiple resources and videos (Delta Math Plus, YouTube, teacher-created) to provide additional student support
- Continue opportunities for Tutorial Services within the school day and beyond (AVID Tutors Corner, Teacher Office Hours)
  - Continue Weekly Course Alike Planning meetings to align strategies and resources, conduct informal data chats, develop spiral resources, and adjust course pacing as needed

- Course Timelines Adjust as needed
- Teacher Lesson Plans/SLEP On-going
- Technology Site Licenses Annually
- AVID Tutoring Schedulehttps://meet.google.com/lookup/g67fqs3xkp On-going

Area #3: Student Supports

Person Responsible: All staff members including site administrators, IB Coordinator, counselors, instructional leaders, PBIS team, COST team

Monitor and Reporting: ILT agendas, COST team minutes, PBIS agendas and minutes, TRACK store

Description	Evidence of Progress	Timeline	SPSA/LCAP Alignment
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 maintained and is further exemplified through the attributes of TRACK: • Continue PBIS strategies and implementation schoolwide Tier 1 through Tier 3. • Continue to enhance student-adult relationships through positive behavior strategies. • Continue to increase, attendance, social emotional support and decrease suspensions. • Lower classroom referrals and discipline issues and infractions.	• Principal Summit Data report • Discipline Referrals/Counseling Referrals • SWISS Data and AERIES Reports • COST Team Referrals and services data • Classroom walk-throughs • Instructional leadership team data chats • Collaboration Wednesday PD • IB Learner Profile	Fall, Winter, Spring Ongoing, continually Ongoing, continually Monthly Fall and Spring Ongoing, continually Twice Monthly Ongoing, continually	**LCAP Goal #3: Parent and Community: Partnerships for Student Learners pp. 173-176**