

Western Association of Schools and Colleges  
and the  
California State Department of Education



*Self-Study Report 2012*  
Saddleback High School  
2802 South Flower Street  
Santa Ana, CA 92707

# **Saddleback High School**

*Home of the Roadrunners*



**WASC Report 2012**

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## **The Visiting Committee**

**Representing the**  
*Western Association of Schools and Colleges*  
*and the*  
*California State Department of Education*

### **Chairperson**

*Dr. Susan Weinshanker*

### **Members**

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*Mr. Oscar Hernandez*

*Dr. Bryan M. Johnson*

*Dr. Mark O Kelly*

*Mrs. Julie Prestater*

*Mr. Alex Ruvalcaba*

### **Dates of visit**

*April 15, 2012 – April 18, 2012*

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José Alfredo Hernandez, J.D., *Vice President*

Audrey Yamagata-Noji, Ph.D., *Clerk*

John Palacio, *Member*

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**District Administration**

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Michael P. Bishop, Sr., CBO, *Deputy Superintendent, Operations*

Juan M. López, *Associate Superintendent, Human Resources*

Herman Mendez, *Assistant Superintendent, Elementary Education*

Dawn Miller, *Assistant Superintendent, Secondary Education*

Doreen Lohnes, *Assistant Superintendent, Support Services*

Joe Dixon, *Assistant Superintendent, Facilities & Governmental Relations*

Chad Hammitt, *Assistant Superintendent, Personnel Services*

**Saddleback High School Administration**

Robert Laxton, Ed.D., *Principal*

Jeanne Mellor *Operation Manager*

Erica Graves, *Learning Director*

Karla Contreras, Ed.D., *Assistant Principal*

Carlos Camacho *Assistant Principal*

Moises De La Mora, *Assistant Principal*

**WASC Coordinators**

Valerie Glover, *WASC Coordinator*

Dianne Iwamoto, *WASC Assistant*

**WASC Editors**

Jonathan Gibson and Timothy Titus

# Chapter 1

## Student/Community Profile

### Supporting Data

#### Saddleback High School



*The College Majors School*

## **Chapter One: Student/Community Profile**

Saddleback High School is located in Santa Ana, California, approximately 40 miles south of Los Angeles in Orange County. The city of Santa Ana has a population of 324,528 (2010 census). Santa Ana Unified School District is the sixth largest district in California and the largest district in Orange County. Santa Ana Unified is a K-12 urban district in the 57<sup>th</sup> most densely populated city in the nation (2010 census).

There are more than 63 schools within Santa Ana Unified that serve over 57,000 students. Approximately 60% of the students are English Learners, with Spanish being the most common language spoken. Over 87% of the students in the district participate in the free and reduced lunch program. Overall, 94.6% of the school district is Latino, 3.3% are Asian/Pacific Islander/Filipino, 1.8% white, .6% African-American, .1% Native American, and .4% other. Additionally, 11% of the students have an Individualized Education Plan (IEP).

There are seven community colleges within the area, two California State Universities, and the University of California, Irvine. There are several private universities and colleges nearby, including Vanguard, Concordia, Chapman, Art Institute, and Fashion Institute of Design and Merchandising (FIDM).

Santa Ana Unified was designated as a Program Improvement District in 2004-05. In 2010, six schools (four high schools and two intermediate schools) were designated as Persistently Low-Achieving Schools (PLAS). The four comprehensive high schools, including Saddleback, were identified. In 2010, the district applied for the School Improvement Grant (SIG) and began implementing the Department of Education (ED) Transformational Model. A new superintendent, Dr. Thelma Meléndez de Santa Ana was appointed in August of 2011.

### **Parent/Community Organizations**

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of Saddleback's Single Plan for Student Achievement (SPSA): School Site Council, English Language Advisory Council, and the Parent Club.

### **School/Business Relationships**

Saddleback High School, built in 1967, is one of the six comprehensive high schools in the school district. There are a total of three alternative education programs, a Middle College High School, 36 elementary schools, nine intermediate schools, and nine charter schools in the district. There are 10 elementary schools and two intermediate schools that feed into Saddleback High School.



## **WASC Accreditation History**

In 2006, Saddleback High School received a six-year accreditation term with a one-day mid-term visit in March 2009. That visit resulted in a follow-up appointment with Dr. David Brown, Executive Director, Accrediting Commission to Schools in March 2010 to review and reinforce the Action Plan of 2006 and its subsequent and approved revision in 2009.

## **School Purpose and ESLRs**

Saddleback's mission is revisited each year to ensure alignment of school programs, results, and learning outcomes. The mission is to create a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world. The staff strives for excellence in meeting the needs of an increasingly diverse student population. School programs are designed to stimulate and generate excitement for learning, the enhancement of self esteem, and the celebration of individual differences. Students will develop appropriate social skills, problem solving techniques, decision-making strategies, and career preparation skills as well as basic skills and technological expertise to promote life-long learning. We create an awareness and understanding of individual and civic responsibilities in our multi-ethnic society.

In support of the school mission and consistent with the School Improvement Grant and Single Plan for Student Achievement, Saddleback High School has six Expected Schoolwide Learning Results (ESLRs):

*Academic Achievers:* Every student will demonstrate proficiency in the skills of reading, writing, and mathematics.

*Effective Communicators:* Every student will develop and demonstrate effective communication skills.

*Critical Thinkers:* Every student will apply knowledge and skills to solve problems and make decisions.

*Responsible Citizens:* Every student will be responsible for his/her achievements and actions.

*Quality Producers:* Every student will use resources to produce quality work.

*Life-Long Learners:* Every student will continue learning by designing and developing a plan linking school to career.

Through the School Improvement Grant, Saddleback High School adopted the branding of The College Majors School, which means that Saddleback is committed to deliver rigorous instruction and personalized support services to provide a successful transition to higher education and beyond.

## Student Performance

Saddleback is a schoolwide Title I school in Program Improvement, Year 5. The school did meet participation rate and API for AYP, with a growth of 23 points. Although the school did not meet the Adequate Yearly Progress Annual Measurable Objectives (AMOs) schoolwide or for numerically significant subgroups, there was growth schoolwide and for all subgroups. Saddleback saw schoolwide growth of 12.5% in ELA Proficient and Advanced and 7.5% in Mathematics. The EL subgroup growth was 8.1% from the prior year in ELA Proficient and Advanced and 4.1% in Mathematics. Saddleback did not meet the graduation rate for AYP.

High	ELA - 2011						Mathematics - 2011						PI	AYP Grad Rate
	School-wide	Hispanic	White	SED	EL	Spec Ed	School-wide	Hispanic	White	SED	EL	Spec Ed		
Saddleback	40.6%	39.8%		38.0%	25.2%		45.1%	43.8%		43.9%	33.6%		Yr 5	73.33%
	12.5%	12.7%		11.8%	8.1%		7.5%	7.0%		7.2%	4.1%		Yr 4	
Total #	497	470		442	337		495	468		440	336			

Saddleback High School has contracted with Pivot Learning Partners to provide instructional coaching and support to site administration. The Pivot Learning Coach meets with the Principal monthly and facilitates classroom observations with site administrators and key teacher leaders. The district facilitates a monthly Area Meeting, which includes administrators from district high schools, intermediate schools and the district liaisons. Participants focus on observing teaching and learning and on supporting effective instruction. Area III walkthroughs on each of the included campuses features teams observing teaching and learning in classrooms across the curriculum.

The school has a Transformation Plan, School Improvement Grant, and Single Plan for Student Achievement, all of which are aligned with the five key areas of Curriculum and Instruction, Culture and Environment, Organization, Staff and leadership, and Parent and Community Partnerships.

## Enrollment Data

Saddleback's enrollment has decreased in the last three years, from 2,115 in 2009-10 to 1,987 in 2011-12. There are 521 students in grade 9, 540 in grade 10, 537 in grade 11, and 517 in grade 12.

Year	Enrollment by Grade Level								Enrolled
	9th		10th		11th		12th		
	#	%	#	%	#	%	#	%	
2011-12	558	28%	507	26%	501	25%	421	21%	1,987
2010-11	512	25%	536	26%	531	26%	501	24%	2,080
2009-10	521	25%	540	26%	537	25%	517	24%	2,115

**Enrollment Data** *continued*

Year	Enrollment by Gender				Enrolled
	Male		Female		
	#	%	#	%	
2011-12	1,034	52%	953	48%	1,987
2010-11	1,088	52%	992	48%	2,080
2009-10	1,100	52%	1,015	48%	2,115

Year	Enrollment by Ethnicity														Enrolled
	African Amer		Amer Indian/ Alaskan		Asian		Hispanic		Pac Islander		White		Unknown		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2011-12	6	0.3%	2	0.1%	36	1.8%	1,893	95.3%	12	0.6%	35	1.8%	3	0.2%	1,987
2010-11	7	0.3%	2	0.1%	28	1.3%	1,985	95.4%	7	0.3%	34	1.6%	6	0.3%	2,080
2009-10	12	0.6%	2	0.1%	37	1.7%	2,005	94.8%	5	0.2%	35	1.7%	4	0.2%	2,115

Year	Enrollment by Language														Enrolled
	English		Spanish		Vietnamese		Filipino		Khmer		Thai		Other		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2011-12	211	10.6%	1,738	87.5%	25	1.3%	5	0.3%	3	0.2%	1	0.1%	4	0.2%	1,987
2010-11	194	10.0%	1,707	87.9%	25	1.3%	9	0.5%	3	0.2%	1	0.1%	2	0.1%	1,941
2009-10	212	10.2%	1,829	87.6%	30	1.4%	9	0.4%	4	0.2%	1	0.0%	3	0.1%	2,088

Year	Other Programs										Enrolled
	AP		Honors		AVID		Migrant Ed		GATE		
	#	%	#	%	#	%	#	%	#	%	
2011-12	302	15.2%	558	28.1%	138	6.9%	18	0.9%	151	7.6%	1,987
2010-11	265	13.7%	440	22.7%	135	7.0%	24	1.2%	159	8.2%	1,941
2009-10	251	11.8%	400	18.9%	125	5.9%	4	0.2%	154	7.3%	2,119

	Year	Special Needs				Enrolled
		Spec Ed		504		
		#	%	#	%	
Saddleback	2011-12	261	13.1%	9	0.5%	1,987
	2010-11	256	13.2%	9	0.5%	1,941
	2009-10	301	14.2%			2,119

	2011-12		2010-11	
Sev Hadicapped	31	12%	19	7%
SPED > 60	133	51%	159	62%
Home Hospital	3	1%	3	1%

**Average Daily Attendance**

2010-2011 94.49%

2009-2010 94.23%

2008-2009 94.97%

### Language Proficiency Data

Year	Language Proficiency						Enrolled
	EL		FEP		RFEP		
	#	%	#	%	#	%	
2011-12	903	45%	129	6%	742	37%	1,987
2010-11	822	42%	134	7%	791	41%	1,941
2009-10	818	39%	153	7%	905	43%	2,088

### Attendance

Year	Attendance			
	API Mobility	Daily Rate	Truancy Rate	Tardiness Rate
2010-11	94%	94.49%	81.68%	
2009-10	93%		58.35%	
2008-09	95%		60.77%	

### Suspension and Expulsion Rates and Crime Statistics

The expulsion rate has decreased from prior years. The suspension rate for 2010-11 is available, however prior years' district-wide reporting is currently under review for resubmission to CDE.

Year	Suspensions & Expulsions								Enrolled
	Violence/Drug				Overall				
	Expulsions		Suspensions		Expulsions		Suspensions		
	#	%	#	%	#	%	#	%	
2010-11	7	0.3%	219	10.5%	7	0.3%	903	43.4%	2,080
2009-10	27	1.3%			35	1.7%			2,115
2008-09	6	0.3%			7	0.3%			2,144

### Socioeconomic Status

The percent of students on free and reduced lunch program increased by 4% in 2010 and has remained at 79% (1,987) since then.

### Safety Conditions, Cleanliness and Adequacy of School Facilities

Saddleback recently has installed a solar panel system, which provides 70% of the school's electrical needs and is the largest solar project in Orange County. The Chevron Alternative Energy Project was funded through Measure G, and state funds.

Saddleback High School has 79 permanent classrooms and currently is in the process of modernization. Currently, 21 classrooms are vacant during renovation. There are 24 portables and 20 interim portables until the modernization is complete. Saddleback will be getting a synthetic turf and an all-weather track as part of the final stages of modernization.

The School Site Safety Plan was developed in collaboration with local agencies and the district office for Saddleback to fulfill Senate Bill 187. Components of the plan include *Dangerous Pupil Procedure*, teacher notification, disaster response procedures, procedures for safe arrival and departure, sexual harassment policy, and dress code. The school’s safety plan was reviewed and updated on February 24, 2011. The school board reviews the safety plans annually by March 1. The most recent facilities inspection at Saddleback was conducted the summer of 2011.

Saddleback’s custodial staff and the district’s maintenance department work together to ensure classrooms and campus grounds are well maintained and safe. The district employs a maintenance and operations electronic work order system to ensure communication for unscheduled maintenance, urgent repairs, or special projects. There are day and evening custodians that work closely with the Director of Operations for routine maintenance, daily custodial duties, and special event preparations. Saddleback’s day custodian inspects facilities for hazards, graffiti, and other conditions that require removal prior to students entering school grounds daily. Restrooms at Saddleback are checked throughout the day as a proactive measure in keeping facilities well-stocked, safe, and sanitary.

**Staff**

Saddleback High School staff includes 84 teachers, six administrators, five counselors, one math teacher on special assignment, three coordinators, one school psychologist, one speech and language therapist, 23 full-time classified staff, and 19 part-time classified staff members. The Principal, Dr. Robert Laxton, was appointed in 2009. One assistant Principal was appointed in 2011, two in 2010, and another in 2009.

All certificated staff meets the *No Child Left Behind* highly qualified requirements. Thirty-three percent of the certificated staff speaks a second language; 35% speak Spanish. Twenty percent of the staff is AVID trained. The staff is experienced with 29% having over 25 years of experience. 25% have 15-24 years of experience, and 35% have 5-14 years of experience. Eleven percent of the staff has less than five years experience in education.

There is one intern on staff and all staff hold a CLAD, BCLAD or SDAIE authorization. Three staff members hold a doctorate, 62 Saddleback teachers hold a master’s degree, and two hold a bachelor’s degree plus 30 credits; 30 hold a bachelor’s degree. There are five first-year teachers and six second-year teachers. Both first and second-year teachers participate in the district’s BTSA Induction Program. Sixty-nine percent of the teachers at Saddleback are female, and 39% are male. The teacher attendance rate is 94.36%.

Year	Years of Educational Service	
	Avg Yrs in Education	Avg Yrs in District
2009-10	14.1	12.1
2008-09	16.3	14.3
2007-08	16.2	13.6

## **Staff Development**

Professional development focus and activities have evolved as the school has undergone a series of self-assessments and transformation.

In the spring of 2009, the accreditation action plan was modified to reflect a dual approach to ninth-grade proficiency on the California Standards Tests and tenth-grade proficiency on the California High School Exit Examination. Extensive staff development took place to introduce staff to the action plan growth areas. In the fall of 2009, the leadership team selected Checking for Understanding (CFU) strategies as a focus point to improve classroom instruction. Teachers investigated the following questions:

- How will you know if all students are learning?
- How will you find out if students are getting the essential information?
- How and when will you check for understanding?

In February of 2010, the leadership team worked with Pivot Learning Partners to introduce a protocol that could be used across the academic departments to ensure that there was consistency in how departments collected evidence. The protocol included these steps:

1. Establishing the value and usefulness of the data: Understanding the culture and level of accountability
2. Making sense of the data: What questions/surprises does it raise? What patterns do we notice?
3. Establishing cause – identify the root cause for the data outcomes that are within our control. Why did our results turn out the way they did?
4. Comparing the data to established outcomes: How did the performance of subgroups compare with one another? Which standards are strong and/or weak based on the data.
5. Identifying instructional strategies/next steps to meet the needs of students: How do you plan to use these data to improve teaching and learning? How will they be observable?

In March of 2010, the leadership team applied the data protocol to several of the action plan growth areas (common assessments, data analysis) to determine the school's progress in addressing these areas. The Action Step Survey was developed to provide school with the necessary information.

## **Action Step: Common Assessments**

Teachers will use common assessments, including District benchmarks, and follow the established curricular pacing guides.

### *Suggested Evidence:*

Benchmark exams, department chapter tests, uniform pacing guide, department meeting minutes, data chat minutes.

Why was this evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

### *Additional Evidence:*

Why was this additional evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

### *Areas of Strength:*

Which students/groups of students made progress?

Using the pacing guide, which standards are stronger as a result of our teaching?

### *Next Steps to Improve Student Performance:*

How do we plan to use these data to improve teaching and learning?

What instructional strategy/strategies will have the greatest impact toward achieving our goal?

### **Action Step: Data Analysis**

Teachers will utilize the data from assessments to perform item analyses in order to identify the curricular areas in which students need extra support. Teachers will use Data Director to create color-coded seating charts based on CST scores and will perform item analyses to differentiate their instruction in the classroom.

#### *Suggested Evidence:*

Department meeting minutes, data chat minutes, item analysis forms, color coded seating charts.

Why was this evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

#### *Additional Evidence:*

Why was this additional evidence selected for analysis?

How does it provide us with the necessary information to diagnose students' instructional needs?

#### *Areas of Strength:*

Which students/groups of students made progress?

Using the pacing guide, which standards are stronger as a result of our teaching?

#### *Next Steps to Improve Student Performance:*

How do we plan to use these data to improve teaching and learning?

What instructional strategy/strategies will have the greatest impact toward achieving our goal?

### **School Improvement Grant (SIG)**

On April 13, 2010, the SAUSD Board of Education approved the process of submitting a School Improvement Grant (SIG) to the California Department of Education (CDE) by June 1, 2010. Saddleback High School, which had been designated as a Persistently Lowest-Achieving School (PLAS), was part of the District SIG Application.

To address the requirements of the School Improvement Grant (SIG) and Transformational Model, extensive staff development took place to discuss the essential areas of the School Improvement Grant (SIG).



### *Collaboration/Staff Development Outcomes*

- Development of common understandings, terms, and protocols regarding data
- Understanding and using outcome, demographic, and process data
- Knowing our school – demographics to student performance
- Knowing the stakeholder's sense of the school
- Using data to make decisions
- Establishing the relationship of data to effective instructional planning and delivery

### *Types of Data*

- Using Data in the Classroom: Three Kinds of Data
  - Outcome Data
  - Demographic Data
  - Process Data
- Reviewed article regarding two types of data

### *Saddleback High School - Demographic Data*

- Review of demographic data.

### *Establishing the Value and Usefulness of the Data*

- Why were these data selected for analysis?
- How do the data provide us with necessary information to diagnose the students' instructional needs?
- What do we want to know as a result of examining this data?
- What questions do you have? What aha's do you have?
- Table Groups Report Out.

### *Review of Data Protocol – Developing Good Habits*

- Several data tables from the School Profile selected.
- Responses to the selected data tables reviewed.
- Responses compared to the questions to determine if they were answered.
- Responses developed for questions that have not been answered.

### *Data Questions*

- Why were these data selected for analysis?
- What do we want to know as a result of examining these data?
- Will it provide us with necessary information to diagnose the students' instructional needs?
- What additional data would we need to diagnose our students' instructional needs?

### *Stakeholder's Sense of the School*

- Staff, student, and parent responses submitted for the School Improvement Grant (SIG) will be used to develop priority items for inclusion in the site plan.
- The five areas of the SIG are: Curriculum and Instruction, Culture and Environment, Organization, Staff and Leadership, Parent and Community Partnerships.
- Table groups will use the data protocol to examine staff, student, and parent responses from each of the five areas.
- Table groups will develop three (3) Priority Items for each area.

### *Knowing Our School – Demographics to Student Performance*

- Examine the 2008-2009 STAR schoolwide results.
- Examine 2008-2009 STAR student results by current Academic Scholars Achievement Program (ASAP) classes.
- Use the data protocol to examine both data sets.

### *Instructional Practices*

- Consistency in instructional practices.
- Lesson/Learning Objective.
- Student engagement.
- Implementation procedures.

## **Learning Objective**

The Saddleback staff selected the Learning Objective as the next focus point to improve classroom instruction. Staff development was planned for August 2010. The Learning Objective was introduced in August 2010. Teachers met in department teams to create Learning Objectives that were aligned with the curricular pacing charts. The data protocol was used to collect evidence regarding the implementation of Learning Objectives.

### *Data Analysis Questions*

- Why were these data selected for analysis?
- What do we want to know as a result of examining this data?
- What patterns do you observe?
- What Aha's do you have?

The use of the data analysis questions supported the implementation of a School Improvement Cycle of Develop – Implement – Check – Adjust – Prove. Learning Objective walkthroughs were conducted to collect selected examples, artifacts, and data.

### **PBIS/OCDE Training (Fall 2010)**

As part of the School Improvement Grant (SIG), Saddleback High School committed to the Positive Intervention and Behavioral Support Program (PBIS). The Year 1 implementation training started in the fall of 2010.

- Learn how to implement a Systems Change Model for schoolwide discipline (3 years)
- Learn best practices for working with Tier I, Tier II, and Tier III level behaviors in the classroom and on campus
- Develop, teach, and reinforce clear positive behavioral expectations
- Use a data collection system to monitor and assess needs and guide decision making for schoolwide and individual interventions
- Develop systems to support families
- Establish a positive proactive climate to promote academic success and school safety for all students

### **Thinking Maps**

In Spring 2011, 85% of the teaching staff was trained in the use of Thinking Maps. For the remainder of the school year, teachers tried different maps and met in department groups to discuss the use of these maps in their classroom instruction. Full implementation of Thinking Maps was scheduled for Fall 2011.

- All students were introduced to the eight Thinking Maps during advisement, Fall 2011
- Each department selected several maps that they would emphasize in their classroom instruction
- Departments are scheduled to make Thinking Maps presentations regarding during a faculty meeting

## **Planning Instruction for all Students**

This year staff development activities have been organized around the elements to consider when designing a lesson and engaging students. These elements include:

- The use of student data
- Introduction of concepts
- Presentation of content
- Guided and independent student practice
- Checking for understanding strategies
- Assessments

Staff development activities in staff and department meetings have focused on Sheltered Instruction. Last fall, departments examined student achievement data with an emphasis on significant subgroups, including English Learners and Special Education. Departments then examined each part of the lesson design incorporating Sheltered Instruction strategies. A graphic organizer was developed to lead teachers through Sheltered Instruction questions for each part of the lesson design. During this school year, departments answered the Sheltered Instruction questions and submitted them to CISC for discussion. Departments then selected several areas to give priority to for the next grading period. These activities will culminate in the formal introduction of Sheltered Instruction Observation Protocol (SIOP) in the fall of 2012.

### *Introduction*

- How do you activate prior knowledge?
- How do you teach essential vocabulary?
- How do you make directions explicit?
- Are you using visuals?
- Are you modeling?
- Will you group? If so, how?

### *Presentation*

- How is your rate of speech?
- What are you using to make yourself understandable?
- What kind of questions are you asking?
- How are you scaffolding the new learning?
- Are you including student learning strategies?
- Are you including opportunities to interact?

### *Student Practice*

- Have you given explicit oral and written directions for practice?
- Are reading, writing, speaking, and listening woven into the task?
- Will you group?
- If so, how?
- Have you modeled what you want the students to do?

### *Closure*

- When will students review content and vocabulary?
- How are you checking for comprehension?
- Will you provide students with an authentic way to show what they know?
- How will you make sure students understand what to do?
- Will you involve grouping?
- How will you provide feedback?
- How will you bring closure to the day and/or series of lessons?

The Curriculum and Instruction Steering Committee (CISC) has also been engaged in activities related to the development of the school's 5-Year Vision Plan. Dr. Thelma Meléndez de Santa Ana, SAUSD Superintendent, requested in August 2011 that all schools develop a 5-Year Vision Plan, incorporating the following elements:

- What will your school look like in five years?
  - Vision of where you're going
  - What is the focus?
  - What are the priorities?
  - Involvement of stakeholders
- Honest look at data
- Conversations regarding teaching and learning; accountability
- 21<sup>st</sup> Century Schools

Some of the areas that CISC explored to develop the 5-Year Vision Plan included:

*21st Century Characteristics*

- Dramatic technological revolution
- Diverse, global, complex, and media-saturated society
- Digital natives vs. digital immigrants
- Digital resources for entertainment and social purposes
- Web 2.0 and social communities

*Source: Thinking Map Activity*

*21st Century Survival Skills*

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

*Source: Global Achievement Gap, Tony Wagner*

*Article - Rigor Redefined*

*Source: [www.tonywagner.com](http://www.tonywagner.com)*

*Comparison of 20th Century Classroom & 21st Century Classrooms*

- Likert Scale Activity

*Source: [www.21stcenturyschools.com](http://www.21stcenturyschools.com)*

*Achieve Report – Closing the Expectations Gap*

- Article - *21st Century Readiness for Every Child*

*Source: [www.p21.org](http://www.p21.org).*

*Career Technical Education*

- Connections to Higher Education
- Career Pathways
- Industry Certification

*College Readiness: Meeting UC/CSU Requirements*

*Source: Higher Education Center Coordinator*

The CISC continues to meet on the development of the 5-Year Vision Plan. The committee has identified the following components to be considered in developing the vision:

- 1) College Majors Branding
- 2) 21<sup>st</sup> Century Classrooms
- 3) Career Pathways/Industry Certification
- 4) Technology
- 5) Common Core State Standards
- 6) WASC Critical Needs
  - Critical Need Area 1: English Learner Attainment of Academic Proficiency
  - Critical Need Area 2: Higher Level Mathematics Achievement
  - Critical Need Area 3: Student Support to Attain Academic Proficiency
- 7) Credit Recovery
  - Online Platforms
  - Credit Recovery Classes
  - Summer School
  - Grades Nine & Ten
- 8) District Reform Initiatives
  - Seven Building Blocks to SAUSD Success

December staff development will focus on the design of the lesson presentation.

## **Collaboration**

Eighty-five percent of the Saddleback certificated staff voted to approve the use of 300 flex minutes for staff collaboration. Twenty-five (25) modified Mondays have been scheduled this year for faculty collaboration and department meetings. These meetings are used to discuss schoolwide initiatives such as Learning Objectives, Thinking Maps, PBIS, and to discuss data from classroom walkthroughs.

Release days are scheduled for academic core departments to meet and analyze district benchmark data. Adjustments are made to curricular pacing charts and instructional delivery to address student needs.

Special Education release days have been scheduled to review IEP objectives to and align objectives with assessments (CMA, CAPA, and CST).

## Student Participation in Co-Curricular/Extra-Curricular Activities

### *Sports*

Fall Sports	Winter Sports	Spring Sports
Football	Boys Basketball	Baseball
Boys Water Polo	Girls Basketball	Softball
Girls Volleyball	Boys Soccer	Boys Tennis
Girls Tennis	Girls Soccer	Boys Volleyball
Co-Ed Cross Country	Girls Water Polo	Co-Ed Swimming
	Co-Ed Wrestling	Co-Ed Track

Approximately 25% of the student population participates in the after school sports program; among those 675 students, many participate in two or more sports. Saddleback sports emphasize not only excellence in the playing arena, but in the classroom as well. Two-thirds of the coaching staff is Saddleback teachers, including both the Boys and Girls Athletic Directors. This allows the coaching staff to address the identified critical needs with their athletes. A significant number of our student athletes are English Learners and benefit from the extra attention to academics they receive from their coaches.

### *Clubs and Activities*

CSF	National Honor Society (NHS)	MESA
SPAM (Performing Arts Club)	Hip-Hop Club	Zumba Club
Green Environmental Club	Key Club	Gay-Straight Alliance (GSA)
Guitar Club	Spanish Club	French Club
*Link Crew (*in process)	Film Club	Red Cross

The Saddleback Student Council has approximately 50 students in the zero period daily Leadership class. The Associated Student Body (ASB) Officers comprise the Executive Board and facilitate weekly student council meetings. Sophomore, junior, and senior class officers are elected by their peers. Freshman officers are selected from applications received at the eighth grade high school orientation held in the spring, during registration. All students are eligible to participate in student government by serving on one of seven commissions that include: Clubs, Community Service, Academics, Pep and Assembly, Hospitality, Fine Arts, and Elections; interested students sign up and meet with the ASB Executive Council and Advisor.

Student Congress is comprised of students across all four grade levels and are selected by their ASAP teacher to represent the voice of their advisement classes. Student Congress meetings are held monthly and are chaired by the ASB Vice President.



ASB is involved in all aspects of student life. There are five schoolwide assemblies per year, including the Renaissance Assembly at the end of the school year. ASB is responsible for planning and facilitating all aspects of each assembly, including set up, clean up, performances, publicity, and video productions.

Our assemblies are: Homecoming, Fall, Winter, and Spring Sports, and Renaissance. At the Renaissance Assembly, students are recognized for perfect attendance, community service hours, and the top 10% of each grade level. Two honors are given: Renaissance Student of the Year (selected by the counselors), and Renaissance Teacher of the Year (selected by the student body). Lunchtime activities are another opportunity for schoolwide student involvement. These are held several times throughout the school year to promote spirit and unity amongst the student body. Student Congress offers suggestions that reflect the entire student population.

ASB also sponsors a Blood Drive twice a year. Over 100 units of blood are collected at each drive. Students, with parent permission, participate as donors as do teachers and staff. Every year, ASB participates in a Thanksgiving Food Drive by collecting canned foods by advisement class. The donated food is given to local food banks for distribution. Another community service project is the creation of hygiene packs that include basic necessities and toiletries. These packs are given to local women's shelters.

During Back-to-School Night (Fall), Open House (Spring), and 8<sup>th</sup> Grade Visitation (Spring), Student Council students are ambassadors assisting students, parents, and staff in all facets of these events. ASB students prepare and distribute the *Student of the Six Weeks* awards that teachers give as an acknowledgement for achievement or improvement. ASB recognizes the Athlete of the Month (every sport; by season) and The Performer of the Month (Cheer, Choir, Dance, Band). The coach or advisor determines these awards.

There are approximately 15 active clubs on campus. Club Rush, an annual event, is held in the fall for member recruitment. During both lunches, students are given the opportunity to talk with club representatives, pick up literature about the club, and sign up for membership. This is available to all students on campus. During Student Congress meetings, representatives are asked to poll their classes for new clubs to be added to the roster.

Each club holds elections and establishes meeting times. Most clubs meet bi-weekly, and all are required to submit an annual member roster, constitution, and budget to the district office. Club Commissioners host monthly inter-council meetings consisting of club officers to support programs within the club. This includes assisting with promotion of events and the necessary paperwork to execute it, discussion of membership issues, and calendaring each club's activities and meetings throughout the year.

ASB sponsors a minimum of three annual dances. Two are held on campus: Homecoming and Sadie Hawkins. The Junior-Senior Prom is held off campus. Ticket prices for all dances are set with all students in mind, and therefore are not considered fund raisers. Student Congress representatives collect data from each of their classes that reflect student interest in order to enhance attendance by 30-40% at each event.

ASB hosts two performance activities which the community is invited to attend:

- 1) Talent Showcase- Includes student performances in the areas of singing, dancing, and instrumental music. All students may audition. This event is a fundraiser; part of the proceeds goes to a newly established memorial scholarship for eligible students who have participated in a minimum of two years in the fine arts.
- 2) Mr. Saddleback- A contest for Senior boys only. This competition is open to all grade 12 males and showcases individual talent and public speaking. Contestants are interviewed by the host of the evening and asked about their contributions to Saddleback throughout their four years. The winner of Mr. Saddleback was awarded a \$200 scholarship in Spring 2010.

### **District Policies/School Financial Support**

Santa Ana Unified School District receives state and federal categorical funding for special programs totaling approximately \$3,725.00 per student.

	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Basic	
School	\$5,977	\$1,428	\$4,549	\$76,217
District	--	--	\$3,986	\$76,278
State	--	--	\$5,512	\$67,049
Percent Difference: School/District:			14%	0%
Percent Difference: School/State:			-17%	14%

## Student Performance Data

### *Academic Performance Index (API)*

Saddleback's Academic Performance Index (API) is 658, a 23-point gain from 2010. The school met both schoolwide and subgroup targets. There was significant growth of 47 points for Special Education. Factors that impacted this large growth included a review of accommodation and modification procedures, alignment of instruction with IEP goals, analysis of student data, and the use of appropriate tests. The 2010 state ranking for Saddleback is a 2, while the similar school ranking is a 6. The 2011 rankings have not yet been released.

	Saddleback High School API								
	2008 State Rank	2008 Similar Sch Rank	2009 Growth API	2009 State Rank	2010 Similar Sch Rank	2010 Growth API	2010 State Rank	2010 Similar Sch Rank	2011 Growth API
Schoolwide	1	3	617	2	6	631	2	6	658
Hispanic			610			628			653
SED			614			629			652
English Learner			575			588			610
SWD			424			418			474

### *California Standards Test/California Modified Assessment/California Alternative Performance Assessment*

The overall CST results for ELA and mathematics indicate Saddleback's continued efforts to improve achievement. In ELA, there was a decrease of nearly 9% in Far Below Basic from 2010-11. Though there was little movement at Far Below Basic and Below Basic, and there were more students scoring Basic and Proficient in 2011.

The three-year growth rate in students scoring in the Proficient and Advanced bands is:

- 7% in ELA (27%)
- 5% in U.S. History (25%)
- 3% in World History (15%)
- 2% in Algebra I (14%)
- -2% in Geometry (7%), although the number of tenth grade students taking the Geometry CST has increased from 81 to 215.
- 15% in Algebra II (24%).
- 13% in Science Grade 10 (31%)
- 7% in Biology (19%)
- 6% in Chemistry (22%)
- There was not schoolwide growth in Earth Science Proficient and Advanced (16%)
- 2% in Physics (20%)

*Schoolwide CST 3 Year Comparison*

Year	ELA Proficiency							Total	Math Proficiency						
	FBB	BB	B	P	A	N/A	FBB		BB	B	P	A	N/A	Total	
2009	17.5%	23.9%	33.2%	15.8%	4.6%	5.1%	1574	24.3%	36.3%	20.1%	7.8%	.8%	10.7%	1574	
2010	20.7%	23.0%	29.8%	17.6%	6.1%	2.8%	1536	23.1%	41.3%	20.4%	9.6%	1.5%	4.0%	1526	
2011	11.8%	21.4%	36.8%	18.3%	7.4%	4.4%	1390	23.2%	39.7%	22.0%	12.9%	1.9%	.3%	1339	

*English Learner CST 3 Year Comparison*

*Special Education CST 3-Year Comparison*

Year	ELA Proficiency							Total	Math Proficiency						
	FBB	BB	B	P	A	N/A	FBB		BB	B	P	A	N/A	Total	
2009	29.3%	35.2%	25.8%	3.0%	.4%	6.2%	724	31.2%	36.0%	15.3%	4.1%	.1%	13.1%	724	
2010	35.6%	34.6%	23.1%	3.3%	.4%	3.0%	668	32.9%	43.1%	13.5%	5.1%	.6%	4.8%	668	
2011	22.8%	32.9%	34.6%	3.3%	.2%	6.2%	583	31.7%	44.4%	15.7%	6.2%	1.4%	.5%	561	

Year	ELA Proficiency							Total	Math Proficiency						
	FBB	BB	B	P	A	N/A	FBB		BB	B	P	A	N/A	Total	
2009	52.9%	29.4%	10.7%	1.1%	1.1%	4.8%	187	40.6%	29.9%	10.2%	1.6%	0.0%	17.6%	187	
2010	57.4%	25.4%	13.0%	1.8%	.6%	1.8%	169	45.1%	36.4%	8.7%	2.9%	0.0%	6.9%	173	
2011	17.0%	23.4%	23.4%	2.1%	2.1%	31.9%	47	28.8%	44.1%	13.6%	8.5%	0.0%	5.1%	59	

*Special Education CMA Data*

*(no comparison for prior years is available, as performance levels were not available).*

Year	ELA Proficiency							Total	Math Proficiency						
	FBB	BB	B	P	A	N/A	FBB		BB	B	P	A	N/A	Total	
2011	21.6	48.7	18.9	10.8	0	0	37	25 %	39.6	31.2	4.2	0.0%	0	48	

*CAHSEE*

The ELA pass rate for Hispanic students is 39.8%; the socioeconomically disadvantaged rate is 38%, and English Learners pass at a rate of 25.2%. The growth from the March 2010 to 2011 CAHSEE for grade 10 shows a gain of 8.1% for English Learners, 11.6% for socioeconomically disadvantaged students, 12.7% for Hispanic students, and 12.5% schoolwide.

The mathematics pass rate from grade 10 March 2010 to 2011 shows an overall schoolwide gain of 7.5%, with English Learners making a 4.1% gain. All other significant subgroups made growth of over 7%. The graphs below represent the improved pass rate for all grades in the last three years. The second graph shows the growth in proficiency scores from 2010 to 2011. Saddleback recognizes the need for continued growth in both areas.

Gr. 10

Enrolled	Passed ELA		Passed Math		Passed CAHSEE		May10	May09
	#	%	#	%	#	%		
466	353	75.8%	360	77.3%	314	67%	63%	58%

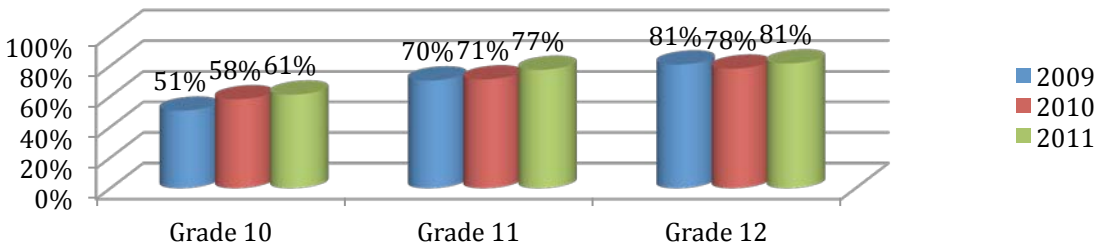
Gr. 11

Enrolled	Passed ELA		Passed Math		Passed CAHSEE		May10	May09
	#	%	#	%	#	%		
409	366	89.5%	375	91.7%	349	85%	80%	79%

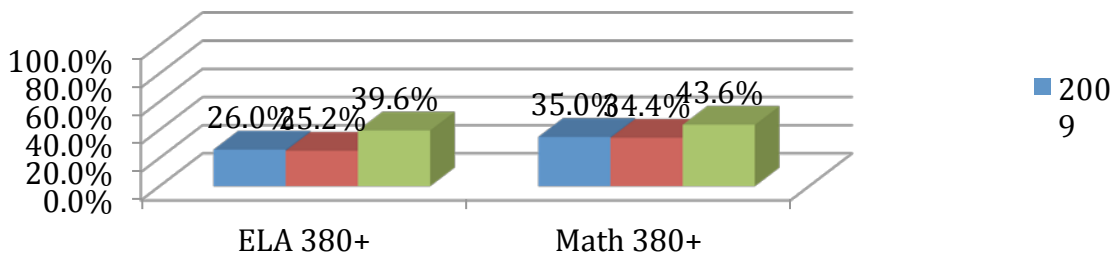
Gr. 12

Enrolled	Passed ELA		Passed Math		Passed CAHSEE		May10	May09
	#	%	#	%	#	%		
416	363	87.3%	380	91.3%	356	86%	84%	88%

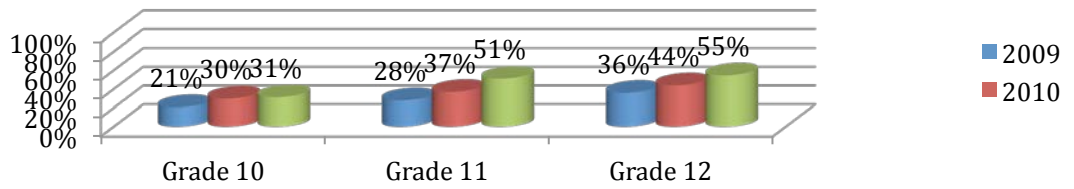
### CAHSEE Pass Rate (all)



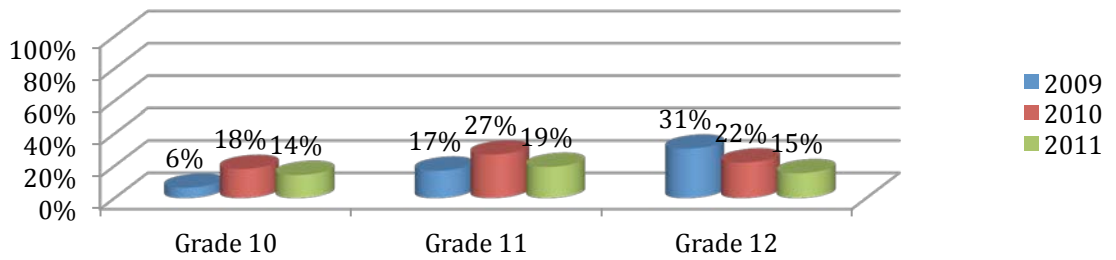
### Grade 10 CAHSEE



## CAHSEE Pass Rate (EL)



## CAHSEE Pass Rate (SpecEd)



### *CELDT Data*

Three-year CELDT data (2009-2011) indicates that, on average, 40% of students enrolled in Grades 9-12 are English Learners. The percentage of English Learners decreases as the grade level increases. In 2011, 35% of all English Learners performed at the Early Advanced and Advanced levels on the 2010-2011 CELDT and 42% performed at the Intermediate level. 156 students in Grade 12 have not been reclassified from English learners (EL) to Fluent English Proficient (RFEP). In comparison to the prior year CELDT data (2010), the percent of beginners has decreased from 10% to 9%. Students at the Early Intermediate and Intermediate language proficiency levels improved from 2010 to 2011.

Performance Level	2011 CELDT Assessment Results									
	Grd 9		Grd 10		Grd 11		Grd 12		Total	
	#	%	#	%	#	%	#	%	#	%
Advanced	7	2%	6	2%	8	4%	12	8%	33	4%
Early Advanced	82	28%	65	27%	77	38%	55	35%	279	31%
Intermediate	131	45%	106	44%	79	39%	59	38%	375	42%
Early Intermediate	34	12%	40	16%	28	14%	22	14%	124	14%
Beginning	34	12%	26	11%	11	5%	8	5%	79	9%
Tested	288		243		203		156		890	

42.2% of students in cohort one met Annual Measurable Achievement Objectives 1 (AMAO 1) in 2010-2011. Three-year AMAO 1 growth was 4.1% (42.2%). 16.5 % of students in cohort two (less than five years) met AMAO 2 in 2010-2011. 33.4% of students in cohort 2 (five years or more) met AMAO 2 in 2010-2011.

*Local Assessments*

Santa Ana Unified School District has a standards-aligned benchmark assessment program in ELA, Mathematics, Social Science, and Science. Social Science and Science began their benchmarks district-wide this school year (2011). These assessments are given four times per year. All data are uploaded to Data Director. This system is being phased out, with the implementation of a new assessment and management system beginning in the fall of 2012.

The chart below reflects a three-year comparison of the ELA and mathematics benchmark 4 results. This benchmark exam is a comprehensive grade level assessment that encompasses the yearlong standards. Following each benchmark, course-alike teachers review the data and discuss instructional strategies for improving student performance. During monthly district-wide department chairperson meetings, benchmark data are reviewed and protocols for analyzing the benchmark assessments and writing proficiency results are addressed. Department chairs then share this process with their department.

Grade	2010-2011			2009-2010			2008-2009		
	# of Students	BK# 4 ELA Average Performance Level	BK# 4 Math Average Performance Level	# of Students	BK# 4 ELA Average Performance Level	BK# 4 Math Average Performance Level	# of Students	BK# 4 ELA Average Performance Level	BK# 4 Math Average Performance Level
9	499	2.78	2.31	549	2.9	2.47	559	2.81	2.17
10	528	2.92	2.22	563	2.61	2.28	564	2.69	2.08
11	467	2.95	2.07	519	2.41	2.05	525	2.74	2.03
12	442	2.94	2.08	460	2	1.95	475	2.76	1.92

In addition to the benchmark assessments, the district administers a Writing Proficiency Exam each year. The results show that the average score for the last four years has been static. In 2008 it was 5.85; in 2009 it was 5.59; in 2010 it was 5.82; the 2011 average was 5.59. The results may be impacted by the use of a different writing genre and varied scoring practices from the district each year. Saddleback High School also has a common end of course assessment in each core course.

*Scholastic Aptitude Test (SAT)/Early Assessment Program (EAP)*

103 students took the SAT in the 2010-2011 school year. The score averages were as follows:

- Critical Reading – 423
- Mathematics – 448
- Writing - 418
- 427 juniors took the 2010-2011 English EAP; five percent were college ready
- 157 juniors took the 2010-2011 Algebra II EAP; 5% were college ready
- 42 juniors took the 2010-2011 Summative High School Mathematics EAP; 7% were college ready
- 199 juniors took the 2010-2011 College Mathematics EAP; 6% were college ready

*Advanced Placement (AP)*

472 AP Exams were taken by 245 students in the 2010-2011 school year. Twenty percent of all AP exams received a passing score. Five students received the AP Scholars recognition. One student received the AP Scholar with Honors recognition. A total of 248 students took AP classes in 2010-11.

		AP Exam Scores												Ttl
	Year	AP Students		1		2		3		4		5		Exams Taken
		#	%	#	%	#	%	#	%	#	%	#	%	
Saddleback	2011	245	12%	284	60%	94	20%	47	10%	27	6%	20	4%	472
	2010	236	11%	241	54%	103	23%	45	10%	26	6%	35	8%	450
	2009	230	11%	196	52%	89	24%	49	13%	21	6%	22	6%	377

*a-g completion Rate*

In 2010-2011, four percent of graduates enrolled in a UC school and five percent enrolled in a CSU. Only 9.9% of students at Saddleback High School met all a-g requirements.

Met A-G reqs		Enrolled in at least 1 A-G course	
2010		2012	
#	%	#	%
36	9.9%	1,987	100%



Grades

One of the major areas of concern for Saddleback High School is the percent of D and F grades in Strategic and Intervention level courses and support classes as well as the correlation to language proficiency. English Learners at Saddleback High School are failing more courses than all other groups (EO, RFEPs, IFEPs). The district currently is analyzing this district-wide finding as well as additional data on students in two-period courses (core with support) and will be making recommendations to the new superintendent. Saddleback High School will make necessary adjustments based on the district's restructuring. Twenty-one percent of the grades given to ninth graders were Fails; 24% in Grade Ten were Fails; 18% in Grade Eleven were Fails; 10% given in Grade Twelve were Fails.

Report Card Analysis for Last Three Semesters

		Report Card Analysis	
		Semester	
		A, B, C	D, F
Saddleback	Spring 2011	65.7%	34.3%
	Fall 2011	65.8%	34.2%
	Spring 2010	61.6%	38.4%

2011 Second Semester Grade 9 D/F Summary Overall

School	No D/F in any course		D/F in at least 1 ELA course		D/F in at least 1 Math course		D/F in at least 1 ELA AND 1 Math course		Total
	#	%	#	%	#	%	#	%	
Saddleback	170	34.6%	41	8.3%	127	25.8%	154	31.3%	492

\*Note: Support courses (Algebra I Support or English Support) were not included in this analysis; only core courses were included. Therefore, a student who received a D or F, as indicated above, is behind in ELA/Math credits.

2011 Second Semester Grade 9 D/F by Course

ELA				
CourseTitle	A,B,C	D,F	D,F %	Enrolled
Eng Intv 4 E	9	15	62.5%	24
Eng Intv 4 D	22	30	57.7%	52
Eng Intv 5 E	3	4	57.1%	7
Eng Intv 4 Supp	34	42	55.3%	76
English 9 H	31	26	45.6%	57
English 9 Strat	83	52	38.5%	135
Eng 9 Strt Supp	87	47	35.1%	134
English 9	129	68	34.5%	197
Eng Intv 5 Supp	22	4	15.4%	26
Eng Intv 5 B	15	0	0.0%	15
Eng Intv 5 D	5	0	0.0%	5
English (SpecEd)	8	0	0.0%	8
Yearbook	1	0	0.0%	1

Math				
CourseTitle	A,B,C	D,F	D,F %	Enrolled
Algebra I	117	200	63.1%	317
Algebra I Supp	77	123	61.5%	200
Alg Read Supp	22	30	57.7%	52
Alg Readiness	36	36	50.0%	72
Geometry	59	45	43.3%	104
Math (SpecEd)	4	1	20.0%	5

*Failures by Language Proficiency*

	ELA		Mathematics		Social Science		Science	
	#	%	#	%	#	%	#	%
<b>Total</b>	<b>410</b>	<b>100%</b>	<b>721</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>242</b>	<b>100%</b>
<b>EO</b>	<b>55</b>	<b>14%</b>	<b>75</b>	<b>10%</b>	<b>26</b>	<b>11%</b>	<b>29</b>	<b>12%</b>
<b>IFEP</b>	<b>34</b>	<b>8%</b>	<b>48</b>	<b>7%</b>	<b>16</b>	<b>7%</b>	<b>14</b>	<b>6%</b>
<b>RFEP</b>	<b>154</b>	<b>37%</b>	<b>259</b>	<b>36%</b>	<b>71</b>	<b>30%</b>	<b>78</b>	<b>32%</b>
<b>EL</b>	<b>167</b>	<b>41%</b>	<b>339</b>	<b>47%</b>	<b>122</b>	<b>52%</b>	<b>121</b>	<b>50%</b>

*Algebra I*

Fifty-six percent of freshmen took Algebra I in 2011, compared to 42% in 2010. This finding further indicates a decrease in failure rates in grade 9 Algebra, preventing students from having to retake Algebra I in grade 10 and beyond. Nine percent (46) of students have had to retake Algebra I in grade 10.

Algebra I Course Enrollments						
	Year	Grd 9	Grd 10	Grd 11	Grd 12	Total
Saddleback	2011	317	186	46	12	561
	2010	279	271	82	38	670
	2009	333	253	76	31	693
Grade 9 Enrollments in Course below Algebra I						
	Year	Enrolled	Algebra Readiness			
Saddleback	2011	512	14.1%			
	2010	521	20.3%			
	2009	543	24.3%			

*Completion Rates*

		CDE NCES Graduation Rate				National Clearinghouse Data		
		2010	2009	2008		Year	High School Graduates	Postsecondary Enrollment
Saddleback		73.3%	82.3%	92.5%		2010	338	43%
						2009	317	51%
		<b>CDE 1-Yr Dropout Rate</b>				2008	207	64%
		2010	2009	2008				
Saddleback		6.4%	3.2%	1.1%				

## Process and Perception Data

Seventy-six percent of Saddleback's seniors are working part time or currently are looking for work. Another 16% work full time.

The survey below reflects the seniors rating of Saddleback High School.

<i>Rate your high school in the following areas?</i>		<b>% Blank</b>	<b>% Excellent</b>	<b>% Good</b>	<b>% Fair</b>	<b>% Poor</b>	<b>% Don't Know</b>
Quality of Instruction		1	10	54	27	4	2
Teacher interest in students		2	19	46	25	7	2
Fairness of discipline		2	9	29	35	21	4
Preparation for work		2	12	42	33	10	1
Preparation for college		2	21	37	25	10	5
Assistance in academic & career planning		2	21	37	24	13	4

# **Chapter 2**

## **Student/Community Profile**

### **Analysis of Profile Data**

#### **Saddleback High School**



## Chapter Two: Student/Community Profile

### Overall Summary from Analysis of Profile Data

Teachers are trained in data-driven initiatives through monthly collaboration meetings and within bi-monthly department/course-alike meetings. Through these meetings, the staff has done extensive work building consensus on Learning Objectives in order to ensure alignment between instructional delivery and student learning.

Administrative classroom walkthroughs periodically are conducted to monitor progress, and students are asked to answer two questions: “What are you learning today?” and “What should you be able to do by the end of the period?” During a recent walkthrough, 95% of the staff had standards-based Learning Objectives posted in their classrooms and 98% of students interviewed were able to accurately state the lesson’s objective.

This year, *Planning Instruction for All Students* was introduced as the staff development theme. One of the activities was to place the Learning Objective in context with two essential questions: “Who are we teaching?” and “How are we teaching these students?” To answer these questions, teachers identified students by CST performance bands, and were presented with data from three key populations: English Learners (EL), including CELDT levels and years in program, Students with Disabilities, and GATE identified students. A deeper look at our instructional practices is the next step to ensure that we are meeting the needs of all students.

### Critical Need Area 1: English Learner Attainment of Academic Proficiency

*Question: How can we help the long-term English Learner attain academic proficiency?*

The table below shows 2011-2012 Saddleback High School student population by language proficiency distribution.

Population	EO	IFEP	RFEP	EL
All Students	11%	7%	37%	45%
Grade 9	11%	5%	29%	55%
Grade 10	10%	4%	35%	51%
Grade 11	11%	9%	41%	39%
Grade 12	10%	9%	47%	34%

Forty-five percent of all students currently enrolled are English Learners. Below is the distribution of the English Learner English proficiency levels based on the 2010 California English Language Development Test (CELDT):

- 35% of all English Learners performed at the Early Advanced and Advanced levels
- 32% of all English Learners performed at Proficient level or higher
- 42% of all English Learners performed at the Intermediate level
- 23% of all English Learners performed at the Beginning and Early Intermediate levels

Of 905 English Learners, 129 have been enrolled in a U.S. school for four years or less, 245 between five and eight years, and 531 between nine and thirteen years. While 86% (773) of our English Learners have been attending a U.S. school for five years or more, 41% performed at the Intermediate level on the 2010 CELDT. 156 students in Grade 12 have not been reclassified from English Learners (EL) to Fluent English Proficient (RFEP).

#### *Annual Measurable Achievement Objectives (AMAOs) 1 and 2*

- 42.2 percent of students in cohort 1 met AMAO 1 in 2010-2011
- Three-year AMAO 1 growth was 4.1 percentage points (42.2%)
- 16.5 percent of students in cohort 2 - Less than Five Years met AMAO 2 in 2010-2011
- 33.4 percent of students in cohort 2 - Five Years or More met AMAO 2 in 2010-2011

#### *2011 Academic Performance Index (API)*

Saddleback High currently is ranked in decile 2, with a 6 amongst similar schools. Schoolwide, Saddleback High School is making significant gains toward academic proficiency in core subjects. For the 2011 API, Saddleback achieved a score of 658, with a 23-point increase from the previous year. All students and significant subgroups met their API targets.

#### *2011 STAR Results*

##### CST Performance - English-Language Arts

- 4.0 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Grade 9 ELA CST**
- 3.0 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Grade 10 ELA CST**
- 3.0 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Grade 11 ELA CST**

#### CST Performance - Mathematics

- 10 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Algebra I CST**
- 13 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Algebra II CST**
- The three-year growth for the EL Subgroup was 13 percentage points in **Algebra II** Proficient and Advanced (13 percent)

#### CST Performance – Social Science

- Three percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **World History CST**
- Five percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **US History CST**
- Five percent of Students with Disabilities performed at the Proficient and Advanced levels on the 2010-11 **US History CST**

#### CST Performance – Science

- The three-year growth in **Science Grade 10** was:
  - 12 percentage points – schoolwide (31 percent)
  - 3 percentage points – EL Subgroup (8 percent)
- 6.0 percent of the EL Subgroup performed at the Proficient and Advanced levels on the 2010-11 **Earth Science CST**
- The three-year growth in **Biology** was:
  - 7 percentage points – schoolwide (19 percent)
  - 2 percentage points – EL Subgroup (4 percent)
- 4.0 percent of the EL subgroup performed at the Proficient and Advanced levels on the 2010-11 **Chemistry CST**

Across all core content areas on the 2010-2011 California Standards Test, a differential pattern can be observed between all students (schoolwide) and English Learners:

Content Area	Subject/Course	All Students	EL Subgroup
ELA	Grade 9	26%	4%
	Grade 10	28%	3%
	Grade 11	26%	3%
Mathematics	Algebra I	14%	10%
	Algebra II	25%	13%
Social Science	World History	15%	3%
	US History	25%	5%
Science	Grade 10	31%	8%
	Earth Science	15%	6%
	Biology	19%	4%
	Chemistry	22%	4%

Overall, the percentage of students (schoolwide) performing at the Proficient and Advanced levels on all subject/course California Standards Tests (CSTs) is significantly higher than the percentage of English Learners performing at those levels. In Algebra I, however, the gap between the EL subgroup and all students (schoolwide) performing at the Proficient and Advanced levels is narrowing.

2011 AYP results show the percentage of Grade 10 students performing at the Proficient and Advanced levels on the California High School Exit Examination – English Language Arts by significant subgroup:

- Schoolwide - 40.6 percent
- English Learner – 25.2 percent
- 1-year growth (March 2010 – March 2011):
  - Schoolwide – 12.5 percentage points
  - English Learner – 8.1 percentage points

2011 AYP results show the percentage of Grade 10 students performing at the Proficient and Advanced levels on the California High School Exit Examination – Mathematics by significant subgroup:

- Schoolwide - 45.1 percent
- English Learner – 33.6 percent
- One-year growth (March 2010 – March 2011):
  - Schoolwide – 7.5 percentage points
  - English Learner – 4.1 percentage points



Aside from the static performance growth of English Learners on standardized tests, the percentage of students who are achieving proficiency is below expectation. This is important because the number of English Learners in grades 9 and 10 constitute over 50% of our student population.

The EL Subgroup must be recognized as a critical need for Saddleback High School to address. We must help English Learners attain more advanced levels of language proficiency if they are to meet two key ESLRs involving strong communication skills:

- Every student will become Academic Achievers by demonstrating proficiency in the skills of reading and writing
- Every student will become Effective Communicators by developing and demonstrating effective communication skills.

### **Critical Area 2: Higher Level Mathematics Achievement**

*Question: How can we help raise student achievement in higher-level math?*

On the 2010-2011 CST, students demonstrated gains in Proficient and Advanced performance levels; however, Algebra I mastery continues to be a critical need and a gatekeeper for more advanced classes.

Fourteen percent of all Algebra I students in grades 9-11 performed at the Proficient and Advanced levels on the 2010-2011 CST. Grade 9 students demonstrated a stronger performance with 18% performing at the Proficient and Advanced levels. grade 10 (6%) and grade 11 (8%) students performed at a lower proficiency rate, despite having repeatedly taken Algebra I. These data support efforts toward meeting the 2009 growth area to raise grade 9 performance on the Algebra I CST. The three-year growth data show an increase of two percentage points at the Proficient and Advanced levels.

Ten percent of all English Learners in Algebra I, grades 9-11, performed at the Proficient and Advanced levels on the 2010-2011 CST. The three-year growth data show an increase of three percentage points at the Proficient and Advanced levels.

Thirteen percent of Students with Disabilities performed at the Proficient and Advanced levels on the 2010-2011 CST. The three-year growth data show an increase of 10 percentage points at the Proficient and Advanced levels.

The table below shows the gains made on the March 2011 Mathematics CAHSEE (from the previous year) based on the number of grade 10 students scoring 380 or higher schoolwide and by each significant subgroup.

<b>Population</b>	<b>March 2010</b>	<b>March 2011</b>
Schoolwide	37.6%	45.1%
Hispanic or Latino	36.8%	43.8%
Socioeconomically Disadvantaged	36.7%	43.9%
English Learner	29.5%	33.6%

Gains in proficiency scores on the CAHSEE are being made, but still not at the desired rate.

The critical need to improve mastery in Algebra I is reflected in the classroom. Teachers use a variety of effective instructional strategies and multiple grading measures, yet 49% of the spring 2010 grades (all grade levels) for Algebra I were failures. A similar pattern took place with Geometry (40%) and Algebra II (48%). Although students are matriculating to higher levels, they may still lack the algebraic skills necessary for success.

Two ESLRs are devoted to strong performance in mathematics:

- Every student will become *Academic Achievers* by demonstrating proficiency in the skills of mathematics
- Every student will become *Critical Thinkers* by applying knowledge and skills to solve problems and make appropriate decisions.

If teachers are to help achieve these goals, then practices must be instilled to meet the needs of students and build strong foundational algebraic and problem-solving skills.

### **Critical Need Area 3: Student Support to Attain Academic Proficiency**

*Question: How can we help students attain academic proficiency as reflected in performance, grades, and assessments?*

Saddleback High's total enrollment is 1,987. Of these:

- 45% (905) are English Learners
- 13% (261) are Students with Disabilities
- 7.6% (151) are GATE identified

Fail Mark Report (Spring Semester, 2011)

- 21 percent of the grades given in Grade 9 were Fails
- 24 percent of the grades given in Grade 10 were Fails
- 18 percent of the grades given in Grade 11 were Fails
- 10 percent of the grades given in Grade 12 were Fails

Failures	ELA		Mathematics		Social Science		Science	
	#	%	#	%	#	%	#	%
Total	410	100%	721	100%	235	100%	242	100%
EO	55	14%	75	10%	26	11%	29	12%
IFEP	34	8%	48	7%	16	7%	14	6%
RFEP	154	37%	259	36%	71	30%	78	32%
EL	167	41%	339	47%	122	52%	121	50%

### *Credit Deficiency*

- 53 percent of Grade 9 students are credit deficient (less than 60 credits)
- 62 percent of Grade 10 students are credit deficient (less than 120 credits)
- 55 percent of Grade 11 students are credit deficient (less than 180 credits)
- 19 percent of Grade 12 + students are credit deficient (less than 220 credits)

The combination of basic proficiency levels, intermediate language levels, and course failures indicates a strong need to plan effective instruction for all students.

### *Staff Development*

This year staff development activities have been organized around the elements to consider when designing a lesson and engaging students. These elements include:

- The use of student data
- Introduction of concepts
- Presentation of content
- Guided and independent student practice
- Checking for understanding strategies
- Assessments

Staff development activities in staff and department meetings have focused on Sheltered Instruction. Last fall, departments examined student achievement data with an emphasis on significant subgroups, including English Learners and Special Education. Departments then examined each part of the lesson design incorporating Sheltered Instruction strategies. A graphic organizer was developed to lead teachers through Sheltered Instruction questions for each part of the lesson design. During this school year, departments answered the Sheltered Instruction questions and submitted them to CISC for discussion. Departments then selected several areas to give priority to during the next grading period. These activities will culminate in the formal introduction of Sheltered Instruction Observation Protocol (SIOP) in the fall of 2012.

### *Introduction*

- How do you activate prior knowledge?
- How do you teach essential vocabulary?
- How do you make directions explicit?
- Are you using visuals?
- Are you modeling?
- Will you group? If so, how?

### *Presentation*

- How is your rate of speech?
- What are you using to make yourself understandable?
- What kind of questions are you asking?
- How are you scaffolding the new learning?
- Are you including student learning strategies?
- Are you including opportunities to interact?

### *Student Practice*

- Have you given explicit oral and written directions for practice?
- Are reading, writing, speaking, and listening woven into the task?
- Will you group?
- If so, how?
- Have you modeled what you want the students to do?

### *Closure*

- When will students review content and vocabulary?
- How are you checking for comprehension?
- Will you provide students with an authentic way to show what they know?
- How will you make sure students understand what to do?
- Will you involve grouping?
- How will you provide feedback?
- How will you bring closure to the day and/or series of lessons?

Starting the conversation about grading is also an important task to address. What meaning do we want our grades to convey? Who is the primary audience for this message? Standards-based grading, for example, is based on the concept that grades are about what students learn.

Helping staff become aware of these essential issues is central to breaking the pattern of credit deficiency. Teachers must be trained in proven instructional strategies, which are designed to meet the needs of all students to ensure the successful achievement of three essential ESLRs:

- Every student will become a *Quality Producer* by using resources to produce quality work
- Every student will become a *Responsible Citizen* by being responsible for his or her achievements and actions
- Every student will become a *Life-Long Learner* by being committed to continuous learning by designing and developing a learning plan linking school to career

# Chapter 3 Progress Report

## Saddleback High School



*The College Majors School*

## Chapter Three: Progress Report

### 2006 Schoolwide Critical Areas for Follow-Up

- 1) Extending academic, personal and social support to all students by the counseling staff
- 2) Increasing cross-curricular collaboration by all departments
- 3) Analyzing student work by all teaching staff to focus school's instructional program and professional development
- 4) Using the ESLRs to drive instruction, support services, and site-based assessment

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### 2006 Action Plan Focus: Improving Student Achievement

#### GROWTH AREA:

Improve CST Performance for grade 9 algebra students from each of the Far Below Basic, Below Basic, and Basic categories.

#### GROWTH AREA:

Improve the performance of grade 9 students who are not proficient on the reading sections of the CST.

#### GROWTH AREA:

Improve the performance of grade 9 students who are not proficient on the writing section of the CST.

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#### GROWTH AREA ELA:

Grade 9 students in each of the Far Below Basic, Below Basic, and Basic performance bands will answer 10 more questions correctly on the English Language Arts CST.

The chart below shows three cohorts of grade 9 students (2008-09, 2009-10, and 2010-11) at SHS. The second column shows the number of students in each cohort with valid CST scores for two consecutive years: the cohort's school year and the previous school year. The third column shows the number and percentage of students in each cohort who performed at a level below Proficient on the CST English Language Arts administered at the end of the school year (for each cohort). The fourth column shows the number and percent of grade 9 students, in each cohort, whose raw scores increased by at least 10 or more items.

Grade 9 Student Cohorts	Total # of Stu. With 2007-2008 CST ELA Scores	Total # of Stu Below Prof (FBB, BB, Basic)	Stu. With 10 or more Questions Correct		Stu. With 1-9 More Question Correct		Stu. With same # of Questions Correct		Stu. With Less Questions Correct	
			Prof	Below Pro	Prof	Below Pro	Prof	Below Pro	Prof	Below Pro
<b>2008-2009</b>	488	375	25 (7%)		126 (34%)		23 (6%)		201 (53%)	
			8	17	33	93	5	18	2	199
<b>2009-2010</b>	450	309	39 (10%)		127 (40%)		22 (8%)		121 (40%)	
			18	21	26	101	0	22	0	121
<b>2010-2011</b>	411	275	33 (12%)		93 (34%)		9 (3%)		140 (50%)	
			9	24	14	79	0	9	1	139

The three-year data show that the percentage of students (performing at a level below Proficient) who answered 10 or more questions correctly on the CST grade 9 English Language Arts increased from 7 percent in 2009 to 12 percent in 2011. Also, the percent of students scoring Far Below Basic, Below Basic, and Basic, decreased from 76 percent in 2009 to 67 percent in 2011.

During the last three years, the Saddleback faculty has acquired a more in-depth understanding of how to interpret STAR results to identify students' strengths and weaknesses and to plan instruction accordingly. Examining cohort CST data shows no growth from 2008 – 2011. However, different content standards are measured in different grade levels. Mean scaled scores within the same subject and grades are indicative of students' achievement. Similarly, the percent of students performing at Proficient and Advanced levels within the same subject and grade is also indicative of student achievement.

The table below shows 3-year CST English Language Arts Grade 9 mean scale score data.

CST Gr. 9 English Language Arts Test	Number of Valid Scores	Average CST ELA Scale Score
2008 - 2009	524	318.17
2009 - 2010	509	320.61
2010 - 2011	499	322.81

## GROWTH AREA Algebra I:

Grade 9 students in each of the Far Below Basic, Below Basic, and Basic performance bands will answer 10 more questions correctly on the Algebra I CST.

The chart below shows three cohorts of grade 9 students (2008-09, 2009-10, and 2010-11) at SHS. The second column shows the number and percent of all grade 9 students enrolled in Algebra I. The percent of grade 9 students enrolled in Algebra has increased from 56 percent in 2008-08 to 65 percent in 2010-2011. Although not shown on this chart, the number of grade 9 students enrolled in Algebra Readiness, which corresponds to the CST General Math test, has decreased significantly since 2008-2009.

The third column shows the number and percent of students who scored below proficient on the CST Algebra I test at the end of grade 8. Since the CST General Math test and the CST Algebra I test assess different standards, here we only compare grade 9 cohort data of students repeating Algebra I. Although the number of students who take Algebra I in grade 8 has increased in the last three years, the percentage of students performing at the Proficient and Advanced levels at the end of grade 8 continues to decrease.

Grade 9 Student Cohorts	Total # of Stu. Enrolled in Algebra	Students repeating Alg 1 (Gr. 8 PL - FBB, BB, B)	Stu. With 10 or more Questions Correct		Stu. With 1-9 More Question Correct		Stu. With same # of Questions Correct		Stu. With Less Questions Correct	
			Prof	Below Pro	Prof	Below Pro	Prof	Below Pro	Prof	Below Pro
2008-2009	313 (56%)	64 (84%)	23		29		1		11	
			13	10	3	26	0	1	0	11
2009-2010	272 (50%)	52 (89%)	8		14		2		28	
			5	3	1	13	0	2	8	20
2010-2011	291 (65%)	92 (91%)	29		36		2		25	
			19	10	3	33	0	2	0	25

CST Algebra I - Grade 9 students	Number of Valid Scores	Average CST Scale Score
2008 - 2009	313	302.46
2009 - 2010	272	304.33
2010 - 2011	291	301.84



**GROWTH AREA Support:**

All departments will utilize research based strategies to raise student achievement in each of the Far Below Basic, Below Basic, and Basic performance bands. Three-year CST data:

	CST ELA - Grade 10		
	Total	P or A	B or Below
2009	511	18%	82%
2010	522	19%	81%
2011	473	28%	72%

	CST ELA - Grade 11		
	Total	P or A	B or Below
2009	461	21%	79%
2010	463	20%	80%
2011	409	26%	74%

The charts below show three-year data for CST Science courses. Overall, the percent of students performing below proficiency has decreased, except for Earth Science.

	CST Science - Grade 10		
	Total	P or A	B or Below
2009	500	19%	81%
2010	516	21%	79%
2011	475	31%	69%

	CST Biology		
	Total	P or A	B or Below
2009	671	12%	88%
2010	650	21%	79%
2011	529	19%	81%

	CST Chemistry		
	Total	P or A	B or Below
2009	197	16%	84%
2010	192	13%	87%
2011	291	22%	78%

	CST Physics		
	Total	P or A	B or Below
2009	39	18%	82%
2010	11	9%	91%
2011	15	20%	80%

	CST Earth Science		
	Total	P or A	B or Below
2009	456	16%	84%
2010	440	20%	80%
2011	425	15%	85%

Three-year CST Social Science data shows that the percentage of students performing below proficiency has not decreased significantly. Starting in the 2010-2011 school year, Social Science teachers have worked collaboratively to develop and utilize common assessments. Also, starting last year, Social Science Department Chairs from all SAUSD high schools have worked together to revise pacing guides and align them to the newly developed district benchmark assessments. The first district benchmark assessment was administered in October 2011. After each administration (three times a year) teachers receive release time to analyze results, identify areas for reteaching, and plan effective instruction.

	CST World History		
	Total	P or A	B or Below
2009	489	14%	86%
2010	544	16%	84%
2011	509	15%	85%

	CST US History		
	Total	P or A	B or Below
2009	447	22%	78%
2010	459	22%	78%
2011	447	25%	75%

### **Student placement and master schedule development**

#### **Based on data analysis and student need**

Saddleback High School’s master schedule is built to meet the academic needs of all students while providing a rigorous curriculum to prepare students for college. Each year the master schedule is built collaboratively with the input of Department Chairs, faculty, parents, and students. In November 2010, department chairs worked with faculty to review student placement criteria and course sequencing based on student achievement data and prerequisite courses.

Counselors, department chairs, and administrators analyze multiple measures (academic and demographic) to place students in challenging but appropriate courses. The SHS master schedule includes English Language Arts, Algebra I, and Geometry support classes for students performing significantly below proficiency as measured by multiple assessments (CSTs, district benchmarks, and common assessments) as well as language proficiency, English proficiency level, and years attending a U.S. school.

#### **Academic, personal, and social support for all grade 9 students taking CSTs**

Support for grade 9 students includes a variety of services at Saddleback. In fall 2007, Sustained Silent Reading (SSR) was changed to Academic Prep/CST Tutoring in accordance with the Action Plan recommendation for grade 9 students. In Spring 2007, the name was formally changed to Academic Scholars Achievement Program (ASAP), an advisement class, to sustain students’ personal growth. CST tutoring still took place within this new framework. In 2009, ASAP became a stand-alone, 31 minute grade-level class. On Tuesdays and Thursdays, students who needed extra support reported to a designated math or ELA classroom for tutoring. Utilizing college students and high-achieving grade 12 students, struggling students were prescribed targeted tutoring in their CST areas of need.

On Mondays and Fridays, students remained in their designated ASAP classrooms and for make-up work, test retakes, and to complete homework. On Wednesdays, the CollegeEd curriculum was followed, with grade specific workbooks on College and Career Readiness.

In 2010, Saddleback High School was established as The College Majors School as part of the SIG Transformation Plan, and changes were made to the advisement program. ASAP added a grade-specific focus for grade 9 called Speakers Bureau. This program paired grade 12 students to make presentations in grade nine ASAP classes. Topics included getting involved in extracurricular activities during high school, passing all classes in grade 9, graduating on time, planning for college, and personal experiences of seniors looking back over their four years of high school. These presentations were on Mondays with the continuance of the CollegeEd program on Fridays.

In fall 2011, ASAP incorporated Academic Tutoring (AT) into its program and expanded the period to 37 minutes. All students still are scheduled into grade-level advisement classes for ASAP on Mondays and Fridays. On Tuesdays, Wednesdays, and Thursdays, periods 1-6 meet on a rotating basis for extra support in each of their classes. Staff has met by departments to develop Academic Tutoring teaching strategies which include assistance with understanding classwork or homework, assistance with completing a task or starting an assignment, reteaching/scaffolding of concepts or ideas, learning academic vocabulary specific to lessons, CAHSEE/CST test preparation, and editing student writing. Student progress in AT is reflected in the grade for the corresponding class, with participation and attendance taken into account.

Certificated support staff also plays a significant role in the academic, personal, and social support of all students at Saddleback. To maintain the focus of The College Majors School, a high priority is placed on high school graduation and post-secondary opportunities. Counselors and the Higher Education Center (HEC) coordinator distribute essential information to both students and parents about graduation requirements including the CAHSEE and post-secondary options. Counselors make presentations on Mondays or Fridays to check in with students who have D or F grades and to implement a plan for improvement. College representatives meet with students in the HEC and also on campus at lunchtime.

Saddleback High School has collaborated with local and district partners to provide effective parent workshops and trainings in a plan to promote and significantly increase parent participation. Over 150 parents attended mandatory parent meetings for students with D and F grades.

Over 250 families attended grades 9 and 10 Parent Orientation meetings to discuss graduation requirements and progress reports. Academic data are presented at these meetings for parent review. Last spring, the first Parent Partner Conference was held for all students, with an emphasis on improving student achievement, understanding graduation requirements, analyzing student progress reports and transcripts, and receiving hands-on Aeries attendance training in computer labs campus-wide. Over 600 parents and students attended.

The Parent Center was created to provide a place for parents to access Aeries attendance, learn about new intervention programs and resources, and conference with outreach school personnel. The School Improvement Grant (SIG) allowed two new positions: College Majors Focus Coordinator and Community and Family Outreach Liaison in order to provide meaningful and sustainable contact and assistance for parents and community. The grant also provided a Math TOSA position to oversee appropriate math placement for each student, design intervention programs, examine data trends and curriculum, and train staff in innovative hands-on discovery, checking for understanding, and sheltered instruction strategies.

*Use of data to ensure that instruction is based on student needs*

In the 2009 Action Plan, Saddleback High School made a commitment to utilize data to raise student achievement levels in the Far Below Basic, Below Basic, and Basic performance bands. The teaching staff made the following commitment:

- All teachers will administer common assessments, including benchmarks, and follow the established curricular pacing guides.
- All teachers will utilize the data from common assessments, including benchmarks, to perform item analyses in order to identify the curricular areas in which students need extra support. Teachers will use Data Director to create color-coded seating charts based on CST scores and will perform item analyses to differentiate their instruction in the classroom.
- Teachers and administration will use data chats on a continuing basis to guide instruction.

Departments, starting in the fall of 2009, used assessment data in monthly department and course-alike meetings to discuss their findings and to align their teaching to district pacing charts. Teachers used color-coded seating charts to identify students who need additional support and to differentiate their classroom instruction.

Saddleback High School recognized the need to collect student achievement data consistently across departments for examination purposes. The Instructional Leadership Team and Pivot Learning Partners developed a data protocol in February 2010 that included the following steps:

- 1) Establishing the value and usefulness of the data: Understanding the culture and level of accountability.
- 2) Making sense of the data: What question/surprises does it raise? What patterns do we notice?
- 3) Establishing cause: Identify the root cause for the data outcomes that are within our control. Why did our results turn out the way they did?
- 4) Comparing the data to established outcomes: How did the performance of subgroups compare with one another? On which standards did the students show strength as a result of my teaching?

In March 2010, the Instructional Leadership Team used the data protocol in an Action Step Survey format to monitor the school's progress towards using data to improve student academic performance. All departments collaborated in the survey that used the following protocol:

- Departments looked at evidence that included benchmark tests, chapter tests, uniform pacing guides, department minutes, and data chats. Departments looked at why the evidence was selected for examination and if the evidence provided teachers with the necessary information to assess the students' instructional needs.
- Departments looked for additional evidence that might provide teachers with the necessary information to assess students' instructional needs.
- Departments looked for areas of strength including which students or groups of students made progress. They also identified from their pacing guides, which standards showed strength as a result of classroom instruction.
- Departments looked at next steps to improve student performance. They identified what effective instructional strategies would have the greatest impact toward achieving the goal of raising student achievement levels.

Using the rating scale of Minimal (25 percent), Partial (50 percent), Substantial (75 percent), or Full (100 percent), departments assessed their overall effectiveness in using data to improve student academic performance.

ELA, Mathematics, and Foreign Language reported ratings of Substantial (75 percent). Science and Social Studies reported ratings of Partial (50 percent), due to the lack of benchmark tests. Benchmark tests were implemented this year for Science and Social Studies.

In the fall of 2010, Saddleback High School implemented department release days for ELA and Mathematics to review benchmark test results, identify the curricular areas in which students need extra support, and plan effective instruction to address these needs. Teachers meet after each benchmark test to examine their data and to discuss pacing and effective instructional strategies. Teachers also use monthly department meetings and after school meetings funded by the School Improvement Grant (SIG) to discuss data, pacing, and effective instructional strategies.

The use of a data protocol by all departments and the examination of student data by all teaching staff represent the integration of two of the 2006 accreditation critical areas for follow-up: 2) Increasing cross-curricular collaboration by all departments on schoolwide initiatives and 3) Analyzing student work by all teaching staff to focus school's instructional program and professional development.

## **Staff development and teacher collaboration**

### **Focused on raising student achievement through research based strategies**

In the spring of 2009, Saddleback High School identified that the staff had insufficient collaboration and professional development time to refine curricular pacing guides, develop common assessments, review data including item analyses, and develop instructional strategies that focus on student engagement. To provide staff collaboration on a regular basis, the school day was lengthened by six minutes for the 2009-10 school year. The additional time provided twenty modified days on selected Mondays for staff collaboration.

For the past two years, the staff has approved the use of 300 flex minutes for 25 Modified Mondays for staff collaboration. The Modified Mondays are split between 12 staff meetings and 13 department meetings. All meetings are held on Mondays from 7:50 AM – 8:50 AM.

Collaboration meetings in 2009-10 focused on developing a consistent approach to collecting data, protocol for discussing data, and using data to plan effective instruction for all students. The collaboration outcomes for data included:

- Develop common understanding and terms regarding data
- Know our school – demographics to student performance
- Know the stakeholder's sense of the school
- Use data to make decisions
- Establish the relationship of data to effective instructional planning and delivery

In May of 2010, Saddleback staff and Pivot Learning Partners analyzed demographic, process, and outcome data to develop site responses for this implementation of the Transformational Model and School Improvement Grant (SIG).

Through a consensus process, the teaching staff made a commitment to address consistency in instructional practices across departments for the new school year. The specific research based strategy that all teachers agreed to implement was posting Learning Objectives and proving behaviors. Training on posting Learning Objectives was delivered to the faculty in August, 2010.

The introduction of the Learning Objective was presented as part of a student engagement strategy.

- Use of the objective provides opportunities for accessing prior knowledge
- Use of the objective provides students with the importance of learning and why
- Use of the objective provides opportunities for differentiated instruction

Teachers developed Learning Objectives that were aligned with district pacing guides or state standards by asking the following questions:

- What will students know and be able to do by the end of the lesson?
- What will students do to prove they have met the objective?
- What measures will be used to assess student progress?

In the spring of 2011, the teaching staff addressed the development of Learning Objectives and proving behaviors. Administrative walkthroughs were conducted in which students were asked to respond to two important questions:

*Question: "What are you learning today?"*

*Example Answer: "I am learning about *absolute value functions*."*

*Question: "What do you need to know and be able to do from today's lesson?"*

*Example Answer: "I need to know what *absolute value functions look like* and how to *graph them on the coordinate plane*."*

Process data to measure the implementation of Learning Objectives were collected through classroom walkthrough during the 2010-11 school year. Data from the first walkthrough in October 2010 showed that 85% of classrooms had Learning Objectives posted in the classroom. 100% of the students could answer, "What are you learning today?" while 98% of the students could answer, "What do you need to do by the end of the period?"

Process data from walkthroughs in January 2011 showed 97% of classrooms with posted Learning Objectives. Recent data from walkthroughs in August 2011 showed that 95% of classrooms had Learning Objectives posted. 100% of the students could answer, "What are you learning today?" and 85% of the students could answer, "What do you need to know and be able to do from today's lesson?"

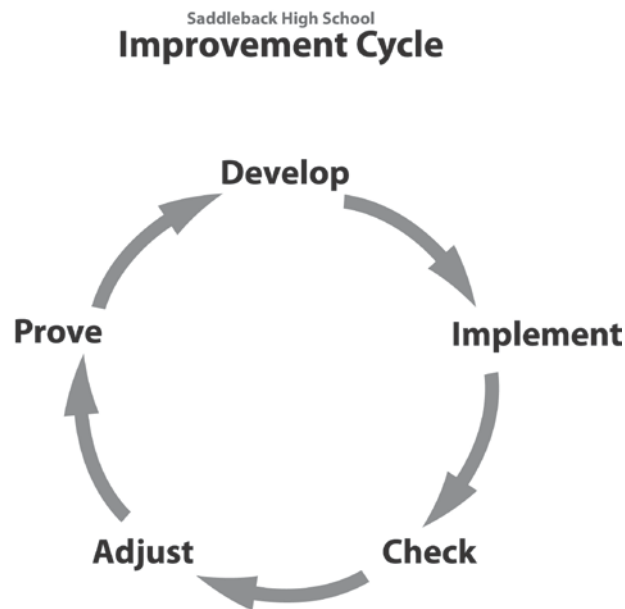
As part of the School Improvement Grant (SIG), Saddleback High School was able to offer professional development in Thinking Maps. Last spring, 85% of the teaching staff was trained in the use of Thinking Maps during a six-hour Saturday session. Formal implementation of Thinking Maps took place in August, 2011. The eight Thinking Maps were introduced schoolwide through advisement classes. Academic departments chose selected maps appropriate to the curriculum content.

Teacher collaboration on raising student achievement continues through monthly department meetings and after school meetings funded by the School Improvement Grant (SIG) to discuss data, pacing and effective instructional strategies.

Staff development and teacher collaboration that is focused on research based strategies represent the integration of three of the 2006 accreditation critical areas for follow-up: 2) Increasing cross-curricular collaboration by all departments, 3) Analyzing student work by all teaching staff to focus school's instructional program and professional development, and 4) Using the ESLRs to drive instruction, support services, and site-based assessment.

### **Use of Continuous Cycle of Inquiry to assess progress toward accomplishing Growth Targets**

As part of the Transformation Plan, the Curriculum and Instruction Steering Committee (CISC) established the use of a School Improvement Cycle to monitor all activities related to the school's transformation efforts.



The Saddleback High School Improvement Cycle (Develop – Implement – Check – Adjust – Prove) has been used to monitor school initiatives such as the introduction of Learning Objectives, Thinking Maps and Sheltered Instruction.

Continuing staff development on Learning Objectives has been integrated in staff presentations, classroom walkthroughs, data collection, and data analysis by administration and the teaching staff. The teaching staff has moved from initial understandings regarding Learning Objectives to integration of the Learning Objectives with proving behavior and an emerging understanding of the Learning Objectives with Bloom's taxonomy.



The introduction of Thinking Maps has undergone a similar cycle of improvement. Last spring 85% of the teaching staff was trained in Thinking Maps. Departments then took the opportunity to explore the maps in their classroom and share in department meetings. Formal implementation of Thinking Maps took place in August 2011. The eight Thinking Maps were introduced schoolwide through advisement classes. Academic departments then chose selected maps to emphasize according to the curriculum that was being taught during the fall semester. Administrative walkthroughs have been conducted to collect process data on the implementation of the maps. These data have been shared with the teaching staff. All departments gave brief presentations regarding their implementation of Thinking Maps at a November staff meeting.

Academic departments have used the School Improvement Cycle to monitor progress toward accomplishing Growth Targets through the Action Step Survey format. All departments collaborated in the survey that used the following protocol:

- Departments looked at evidence that included benchmark tests, chapter tests, uniform pacing guides, department minutes, and data chats. Departments looked at why the evidence was selected for examination and if the evidence provided teachers with the necessary information to assess the students' instructional needs.
- Departments looked for additional evidence that might provide teachers with the necessary information to assess students' instructional needs.
- Departments looked for areas of strength including which students or groups of students made progress. They also identified from their pacing guides, which standards were strong as a result of classroom instruction.
- Departments looked at next steps to improve student performance. They identified what instructional strategies would have the greatest impact toward achieving the goal of raising student achievement levels.

In the fall of 2010, Saddleback implemented department release days for ELA and Mathematics to review benchmark test results, identify the curricular areas in which students need extra support, and plan effective instruction to address these needs. Teachers meet after each benchmark test to examine their data and discuss pacing and effective instructional strategies. Teachers also use monthly department meetings and after school meetings funded by the School Improvement Grant (SIG) to discuss data, pacing, and effective instructional strategies.

The School Improvement Cycle is used to assess progress toward accomplishing Growth Targets represent the integration of two of the 2006 accreditation critical areas for follow-up: 2) Increasing cross-curricular collaboration by all departments and 3) Analyzing student work by all teaching staff to focus school's instructional program and professional development.

2011 - 2012 WASC Report

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# Chapter 4 Self Study

## Saddleback High School



## WASC 2011-2012

### Chapter 4 Self-Study Findings

## Focus Group A: Organization

#### *Focus Leaders:*

*Julie Anderson (Outreach), Christopher Wren (Science)*

Angelica Cardoza  
(Special Education)

Julie Momberg  
(Special Education)

Noble Franklin (DSO)  
Patrick Brown (Custodian)

Angelina Armenta  
(Foreign Language)

Julio Nunez  
(Library Media Tech.)

Paul Carnegie  
(Sr. Groundskeeper)

Aracely Treffry  
(Foreign Language)

Kelly Ruiz (Inst. Asst.)

Robert Krmpotich  
(Social Science)

Carlos Perez (Psychologist)

Laura Witte (ELA)

Robert Laxton (Principal)

Charlotte Runyan  
(Home Economics)

Lori Wright (Math)

Sandra Aguilar de Guerrero  
(SSP)

George Lawrence  
(Social Science)

Maritza Ochoa (Math)

Martin Machado  
(Instr. Asst.)

Sandra Yamshita (ELA)

Jennie Fields (ELA)

Matthew Ankeny (ELA)

Sung Lee (Science)

Jonathan Gibson (Math)

Matthew Christensen  
(NJROTC)

Waldo Barela  
(Plant Custodian)

Joshua Jaeger  
(Stage Manager)

Myra Ramirez  
(Athletic Equip. Attendant)



## Chapter Four: Focus Group A

### A1. Vision and Purpose

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.

*Evidence □ Notes*

In March of 2010, Saddleback High School was designated as a Persistently Low Achieving School (PLAS). Meetings were held with all stakeholders, including staff, students, parents, and district personnel for the purpose of preparing the School Improvement Grant (SIG) application. These meetings addressed key questions in the areas of Curriculum and Instruction, Culture and Environment, Organization, Staff and Leadership, and Parent and Community Partnerships. The stakeholder meetings included a comprehensive review of school data from demographics to student performance. The vision of future success that emerged from these meetings centered on strengthening instruction in literacy and mathematics, improving graduation rates, strengthening college and career readiness pathways; and ensuring that all stakeholders were informed and part of the decision-making process.

*SIG Application  
Needs Assessment*

The school's vision statement and revised mission statement for the College Majors branding reflect a renewed commitment to providing high-level instruction leading to Common Core State Standards and individual support services to transition students successfully into 21<sup>st</sup> Century careers.

#### Saddleback Vision Statement

Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world.

*Vision Statement*

#### Saddleback Mission Statement

The mission of The College Majors School is to deliver rigorous instruction and personalized support services to provide a successful transition to higher education and beyond.

*Mission  
Statement*

## ***Evidence □ Notes***

*SIG Application*  
*Needs Assessment*  
*Vision Statement*  
*Mission Statement*

Saddleback's vision and mission statements were developed to address the need to improve academic performance and student achievement. The mission statement was changed with branding as The College Majors School. It reflects the current state of accountability and attainment of academic standards required by the *No Child Left Behind* (NCLB) Act. Saddleback's vision is based upon our *Expected Schoolwide Learning Results* (ESLRs) of:

### *Academic Achievers*

ESLR Poster

Every student will demonstrate proficiency in the skills of reading, writing, and mathematics.

### *Effective Communicators*

Every student will develop and demonstrate effective communication skills.

### *Critical Thinkers*

Every student will apply knowledge and skills to solve problems and make decisions.

### *Responsible Citizens*

Every student will be responsible for his/her achievements and actions.

### *Quality Producers*

Every student will use resources to produce quality work.

### *Life-Long Learners*

Every student will continue learning by designing and developing a plan linking school to career.

## *CISC & ILT Meeting Minutes*

The Curriculum and Instruction Steering Committee (CISC) and the Instructional Leadership Team (ILT) conducted an initial review of Saddleback's *Expected Schoolwide Learning Results*. At first there was thought of consolidating some of the ESLRs, but after further discussion, it was decided that the six ESLRs were just as relevant today as when they were when first developed in 2005. In an effort to have the ESLRs resonate with students, a unique idea was to associate each ESLR with a person in the news or school community that represents the characteristics of that ESLR. Updated role models were added to the poster.

***Evidence □ Notes***

The new ESLR poster was introduced to the staff in January of 2012 at one of the Modified Monday staff meetings. A short resume of each individual was provided as justification for their inclusion on the poster. This information was later used as a schoolwide lesson and taught in grade-level Academic Scholars Achievement Program (ASAP) classes. The ESLRs are printed in every student agenda.

*ESLR poster*  
*Modified Monday Agendas*

*Senior Portfolio*

Every senior is required to submit a student portfolio as a culminating activity of their high school education. In that portfolio are assignments and examples that display student academic and social growth while attending Saddleback High School. With each portfolio item, a caption sheet is included that identifies which ESLR(s) is evidenced with that entry. In order to implement the ESLRs schoolwide, the classified staff was also given the same schoolwide presentation at their monthly staff meeting in January 2012.

*How did we become the College Majors School?*

Following the SIG needs assessment, committees were formed to develop the Transformation Plan. The organization and work scope of the committees focused on the five areas of Curriculum and Instruction, Culture and Environment, Organization, Staff and Leadership, and Parent and Community Partnerships. The Curriculum and Instruction Steering Committee (CISC) focused on Curriculum and Instruction; and Student Engagement. The Green Committee focused on Organization; Staff and Leadership. The Gold Committee focused on Culture and Environment; Parent and Community Partnerships. These committees reviewed school data, addressed key questions, proposed actions, support structures, and staff development to be considered for inclusion in the Transformation Plan.

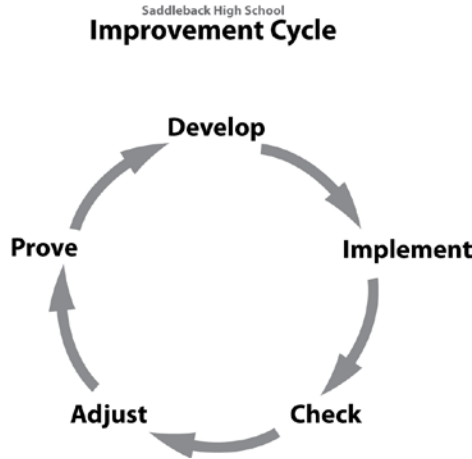
*Transformation Plan*

The CISC also had the task of evaluating all committee proposals according to their direct impact on classroom instruction and effective implementation on a consistent, schoolwide basis. The draft of the Transformation Plan was fully developed by the CISC incorporating committee proposals, including budget and operational details. The Transformation Plan was presented to the school community, district office, and school board for approval in February 2011.

*CISC Agenda and Minutes*

**Evidence □ Notes**

*School Improvement Cycle* The CISC leadership designed a model for the implementation of a School Improvement Cycle, in order to monitor all aspects of the Transformation Plan.



The model involves developing and implementing a new initiative or strategy, checking to see if it is achieving the desired results, making adjustments and improvements, and finally looking at the results of the changes. This model is used to review and revise the school's purpose and ESLRs to ensure that we meet our students' needs and prepare them for the local, as well as, global economy.

**A2. Governance**

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

**Evidence □ Notes**

The district vision and mission of SAUSD state:

**Vision Statement**

*District Vision and Mission Statements*

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of the community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

### **Mission Statement**

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

### **District Initiatives**

Dr. Thelma Meléndez de Santa Ana was hired to be the new Superintendent of SAUSD at the beginning of the 2011-12 school year. Dr. Meléndez submitted a 100-Day Entry Plan to the school board to become familiar with the school district and the community it serves. She then embarked on a four-month *Listening, Learning & Leading* outreach effort. In January of 2012, Dr. Meléndez presented her new plan called *The Seven Building Blocks to SAUSD Success - Preparing All Students to be College and Career Ready*. The seven building blocks are:

#### **Clear Focus on Learning**

Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

#### **Comprehensive Accountability**

Assess student learning to inform practice and monitor implementation of best practices.

#### **Climate**

Ensure safety of students and staff, build trusting relationships; driven by the core values of respect, responsibility, and results.

#### **Capital**

Effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.

#### **Communication**

Develop, define and deepen understanding of the District's vision internally and with our community through the creation of a unified message, including avenues for two-way communication.

#### **Community and Parent Involvement**

Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.

#### **Commitment and Capacity**

Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.



*Evidence □ Notes*

**Board of Education Goals:**

*Board of Education Goals*

1. **Academic Achievement** – We will equip students to achieve their highest academic potential.
2. **Prepared Students** – We will assure that students are prepared to succeed in higher education and to accomplish their life goals.
3. **Quality Academic Programs** – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines.
4. **Strategic Allocation of Resources** – We will be accountable for using resources wisely, efficiently, and strategically to support District goals.
5. **Clear Communication** – We will communicate clearly, consistently, responsibly, and proactively in a timely manner with all stakeholders.
6. **Parent and Community Relationships** – We will promote and develop positive relationships with all segments of the community, in order to foster open communication, accessibility, and pride in our schools.
7. **Outstanding Employees** – We will recruit, select, and retain caring, competent, and qualified staff.
8. **Exemplary Facilities** – We will assure that all facilities are safe, effective, well-maintained learning environments.
9. **Success Focus** – We will cultivate, recognize, and celebrate success.

**Board Policies Alignment with School Vision**

*SPSA*

*LEA Plan*

*Board Minutes*

The governing board supports the school administration and staff in implementing Saddleback High School's mission and vision, a standards-based curriculum and the *Expected Schoolwide Learning Results*. Each year Saddleback must submit a Single Plan for Student Achievement (SPSA) to the board for approval. Care is taken to align the SPSA with the Local Education Agency Plan. All school decisions are reviewed to insure that they are in accordance with district policies and bylaws along with the California Education Code.

**Delegation of Policies**

*Board Policies and Regulations  
Uniform Complaint Procedures*

The governing board delegates the responsibility of implementing board policies to Saddleback's administration. The board's policies and administrative regulations are posted on the district website for all stakeholders to review. The Uniform Complaint Procedures under the Deputy Superintendent Division are also posted on the website. Complaint forms are available online or can be obtained from the Principal's Office.

***Evidence □ Notes***

The SAUSD School Board meets the second and fourth Tuesdays of every month. They also reserve the right to call occasional special meetings when a need arises such as state budget issues. Board agendas and minutes are posted online and also are available at the district and site office. Board reports and results are published on the website. Public presentations are welcomed and encouraged at meetings to "bring matters to the Board's attention that are within the Board's subject matter jurisdiction."

*Board  
Agendas/Minutes*

The certificated employees bargaining unit, Santa Ana Educators Association (SAEA), and the classified employees bargaining unit, California School Employees Association (CSEA) often have unit members report to the board. In February 2011, each PLAS Principal presented their Transformation Plan to increase student achievement at their sites.

*Transformation  
School  
Presentation*

**Monitoring of Results**

The Santa Ana Unified School District Board of Education annually reviews student achievement data (CAHSEE, CST, API and AYP) to determine progress in meeting district goals. The district goals are incorporated into the district's Local Educational Agency (LEA) Plan. The LEA Plan provides the framework for the development of Saddleback High School's SPSA.

*Single Plan for  
Student  
Achievement*

There is a specific effort made to align the goals of the School Improvement Grant (SIG), Transformation Plan, and WASC Accreditation Process with the ongoing development of the SPSA. The aligned goals are presented to School Site Council (SSC) for discussion and inclusion in the single plan. The SHS School Improvement Cycle is used to check if initiatives or strategies are achieving the desired results. Both the Curriculum and Instruction Steering Committee and School Site Council use this cycle of inquiry model to assess the effectiveness of program goals and strategies. The single plan is monitored by School Site Council, Office of Student Achievement, and Board of Education.

### A3. Leadership and Staff

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

#### *Evidence* □ *Notes*

<i>ILT Membership</i> <i>Pivot Learning</i> <i>Partners Leadership</i> <i>Series</i>	A collaborative effort between staff and administration shapes and promotes the school's vision for learning results and instructional goals. Saddleback has various leadership groups on campus. The initial leadership group, Instructional Leadership Team (ILT), is comprised of administration, academic department chairs and certificated support staff. This group addresses key issues such as the WASC Action Plan, instructional leadership, classroom instruction, walkthroughs, data analysis, and operational items. In order to address these key leadership issues, the ILT participates in the <i>Pivot Learning Partners Teacher Leadership Training</i> .
<i>Green and Gold</i> <i>Committee Minutes</i>	Two teacher-led committees (Green and Gold) met through the summer of 2010 to develop proposals for inclusion in the Transformation Plan. The two committees reviewed school data including demographics, student achievement, and the SIG needs assessment. The committees addressed key questions from the five areas of the SIG needs assessment; proposed actions, support structures, and staff development activities.
<i>CISC Membership</i> <i>MOU</i> <i>Transformation</i> <i>Plan</i> <i>Change Process</i> <i>Analysis of Data</i> <i>Staff Development</i> <i>Teacher Compact</i>	As part of the Memorandum of Understanding between the Santa Ana Unified School District and Santa Ana Educators' Association for Persistently Low Achieving Schools (PLAS), a new leadership group was formed, called the Curriculum and Instruction Steering Committee (CISC). It is comprised of 16 members: eight elected and eight appointed (including three administrators and one classified member) who review the Transformation Plan that is part of the SPSA. The CISC serves as the main governing body of the Saddleback staff; meetings are held twice a month. One of the primary responsibilities of the CISC is the monitoring of the Transformation Plan, utilizing the School Improvement Cycle, the <i>Eight-Stage Process of Creating Major Change</i> (John Kotter, Harvard), and School Improvement Grant (SIG) Leading Indicators. School data including attendance, tardy and dropout rates; student achievement levels (final examinations, grades, CELDT, CST, CMA, CAHSEE, AP, and SAT); and enrollment in advanced coursework is analyzed to determine if the Transformation Plan is aligned with the metrics listed in the SIG Leading Indicators.

**Evidence □ Notes**

The Curriculum and Steering Committee is active in developing the staff development focus. This year the staff development focus is *Planning Instruction For All Students*, incorporating the use of Learning Objectives, Thinking Maps, and Sheltered Instruction strategies. The CISC is also responsible for the development and monitoring of the Teacher Compact implementation of the extended school day, and SIG Budget.

*CISC Minutes*

The Saddleback staff has been consistently involved in the transformation process, including the implementation of the Memorandum of Understanding between the Santa Ana Unified School District and Santa Ana Educators' Association for Persistently Low Achieving Schools (PLAS), the Transformation Plan, and the Teacher Compact. Within the Transformation Plan, teacher collaboration opportunities were identified as one of the professional agreements necessary to meet the goal of raising student achievement in Far Below Basic, Below Basic, and Basic performance bands.

*MOU*

*Transformation Plan*

*Teacher Compact*

To provide opportunities for teacher collaboration, certificated staff examined the need to meet on a regular basis beyond the contractual monthly meetings. Prior to the 2009-2010 school year, certificated staff voted to extend the school day by six minutes to provide 20 Modified Monday bell schedules for department, collaboration, and faculty meetings. Certificated staff voted to use the 300 'flex non-instructional minutes' to increase the number of Modified Mondays from 20 to 25 in the 2010-2011 and 2011-2012 school years. The favorable vote increased from 84 percent in 2010 to 87 percent in 2011.

*Collaboration Time*

Teacher collaboration activities have focused on refinement of pacing guides to provide a framework for instruction, use of unified lesson structures schoolwide, Sheltered Instruction strategies, checking for understanding opportunities, and analysis of classroom walkthrough and assessment data to guide the instructional planning and delivery process.

*Teacher Collaboration*

Ongoing committees, such as the Academic Scholars Achievement Program (ASAP), Safety, and Positive Behavior Intervention and Support (PBIS), work together to implement programs and solve problems. Committees are open to all staff at Saddleback High School. The School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Club provide opportunities for all stakeholders to participate in making decisions about the expected schoolwide learning results and instructional goals.

*ASAP, Safety Committee, PBIS, and SSC Minutes*

## *Evidence □ Notes*

*School Site Council* School Site Council (SSC) has been an integral part of the transformation process. SSC meets on a monthly basis to review schoolwide and disaggregated data including demographics, attendance, dropout rates, enrollment in academic interventions and advanced coursework; and student achievement levels (grades, CELDT, CST, CMA, CAHSEE, AP, and SAT). The council uses this data to make decisions regarding categorical funding and the refinement of the SPSA.

*Master Schedule Development*  
*Student Placement* Analysis of student performance data has led to the retooling of student placement and master schedule development at Saddleback High School. Student data, including benchmark assessments, grades, CELDT, CST, CMA, and CAHSEE are used to accurately place students in classes for the next school year. Academic support classes have been created in English and Mathematics for students who are performing at the CST bands of Far Below Basic and Below Basic. CAHSEE support classes have been scheduled for juniors and seniors who still need to pass one or both parts of the CASHEE. Advanced Placement courses are placed in the master schedule based upon student registration tallies. The counseling staff works with students to provide access to a-g requirements necessary for college eligibility.

*Academic Support* The School Improvement Grant, along with site categorical funding, has increased the amount of resources available to the school. In SIG Year 1, the school implemented an after-school intervention program, Extended Academic Learning Interventions (EALI). Students participated in academic tutoring sessions and enrichment activities. In SIG Year 2, the school implemented a thirty-seven (37) minute academic tutoring program during the school day. The decision to change models was based on the Department of Education (ED) corrective action regarding Increased Learning Time. Students go to their classes for additional academic support on Tuesdays, Wednesdays, and Thursdays. Mondays and Fridays are reserved for the school's advisement program, Academic Scholars Achievement Program (ASAP). Students participate in college and career readiness activities during the advisement period.

*Advisement* An example of Saddleback's advisement activities was the first Annual College and Career Readiness Day held on Wednesday, October 12, 2011.

- Ninety-six percent of ninth grade students took the ACT Explore.
- Ninety-four percent of tenth grade students took the PSAT/NMSQT.
- Ninety-five percent of eleventh grade students took the PSAT/NMSQT.
- Approximately 275 twelfth grade students took the Armed Services Vocational Aptitude Battery (ASVAB)
- Approximately 150 twelfth grade students participated in other college readiness activities, i.e. on-line career exploration, college registration and scholarships

Additional staff has been hired to transform Saddleback High School into the College Majors School. The Operations Administrator focuses on the operational aspects of the school. Her responsibilities include facilities, modernization, budget, and classified staff. The College Majors Readiness Coordinator is responsible for the design, establishment, and marketing of the College Majors brand to the community. The Community and Family Outreach Liaison is responsible for community outreach, parent education, and the establishment of the Parent Center.

*Evidence □ Notes*

*SIG Personnel  
Operations  
Administration,  
Focus  
Coordinator, &  
Community and  
Family Liaison*

Saddleback High School is undergoing facility modernization that will be completed in the fall of 2012. The process started with the completion of the Chevron Alternative Energy Project in 2010. The Chevron Project added new roofs with solar panels, solar trees and new lunch tables in the Quad, and landscaping in front of the school. Modernization of the campus will be the first major renovation of the school since opening 40 years ago. Classroom environments are state of the art with individual audio systems, document cameras, Smartboards, and teaching stations.

*Facilities*

**A4. Leadership and Staff**

**A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.**

*Evidence □ Notes*

Saddleback High School has a highly professional and dedicated staff. It consists of 84 teachers, six administrators, five counselors and five certificated support staff. All of the certificated staff meet the No Child Left Behind “highly qualified” requirements and all are teaching in their credentialed areas. Saddleback also has a healthy combination of experienced and new teachers. The staff’s average years of service was 15.2 years in 2010-11. This school year, 18 teachers were added to the staff with half of them being first year teachers. The remaining nine were intra-district transfers. A strength is that a substantial core of the staff has taught at Saddleback for over 10 years, thereby preserving a sense of tradition and pride in the school. Five teachers and one administrator are Saddleback alumni reinforcing that sense of pride in the school. Staff members have been trained in the use of Learning Objectives, Thinking Maps, AVID strategies, GATE, and Advanced Placement teaching strategies.

*CBEDS*

## *Evidence □ Notes*

### *Staffing*

Student placement procedures, master schedule development, and assignment of teachers at Saddleback High School have been retooled. Student data, including benchmark assessments, grades, CELDT, CST, CMA, and CAHSEE is used to accurately place students in classes for the next school year. The site Full-Time Equivalent (FTE) staffing budget is developed annually based on district office projections. Categorical funds are used to provide additional certificated support personnel, and the CAHSEE Success Program provides two FTE units for support classes. The site FTE staffing budget includes support classes in English and Mathematics for students who are performing at the CST bands of Far Below Basic and Below Basic. Each department receives a staffing allocation that is matched to the course tallies. Site administration and department chairs work together to match teacher assignments, including credential authorization and teaching experience, with department needs.

### *SIG Positions*

The School Improvement Grant provides additional classified and certificated support positions to fulfill the goals of the grant. A classified support position, Community and Family Outreach Liaison, provides parent workshops, individual family support, and maintains the Parent Center on campus. Certificated support staff includes an Operations Administrator, who supervises classified staff, operations and budget; a Focus Coordinator, who designs, establishes and markets The College Majors School brand to the community; and a Mathematics Teacher on Special Assignment (TOSA), who supports the Mathematics teaching staff.

### *Transformational Model*

The Board of Education selected the Transformational Model from the four options offered by the Department of Education. A Memorandum of Understanding has been signed by the Santa Ana Unified School District and Santa Ana Educators' Association for Persistently Low Achieving Schools (PLAS). The memorandum details the important aspects of the transformation process including the formation of a site decision-making body called the Curriculum and Instruction Steering Committee (CISC). It is comprised of 16 members: eight elected and eight appointed (including three administrators and one classified member) who review the Transformation Plan that is part of the SPSA.

### *Evaluation Process Teacher Compact*

The teacher evaluation process is different from other district schools in that all teachers at Saddleback are evaluated on Five Standards of the California State Teaching Standards plus two elements of Standard Six. All certificated staff vote on a Teacher Compact that is developed by the CISC. The compact represents the minimum professional expectations that teachers must attain to remain at the school site. Finally, there are the Principal's Expectations. These expectations represent the professional practices that are required of all teachers.

*Evidence □ Notes*

Teachers will:

1. Check SAUSD Outlook e-mail account daily
2. Review College Majors (CM) Bulletin weekly
3. Report for the established duty day 7:50 AM–3:12 PM, including Period 0 if assigned
4. Attend all required faculty, department, and collaboration meetings
5. Record attendance in Aeries every instructional period
6. Enforce schoolwide Tardy Policy
7. Use research based instructional practices such as Learning Objectives, Thinking Maps, and Sheltered Instruction on a consistent basis

*Principal's Expectations*

Two years ago, Saddleback adopted an electronic protocol to disseminate information. Prior to the electronic protocol, the practice of using district email was inconsistent throughout the campus. Once the necessary steps had been taken to assure that everyone had access and training, staff were given the professional expectation that they would check district email on a daily basis. Operational items, including procedures, testing information, and the College Majors Bulletin are routinely sent through district email in a PDF format. The College Majors Bulletin is sent to staff via email in a PDF format at the beginning of each week. The bulletin highlights important events, initiatives, and accomplishments on campus. The school website has been improved with consistent, updated information. All facility requests are now tied into the school online calendar, including library and computer lab reservations. Each teacher has their own webpage, listing their contact information, and departments are developing or improving their webpages. In order to increase communication between Saddleback staff and the school community, our next steps are to provide parent training in using email, the Aeries Parent Portal, and the school website.

*Electronic Protocol*

*School Website*

*Teacher Webpage*

The Instructional Leadership Team (ILT), Curriculum and Steering Committee (CISC), and faculty meetings also provide conduits for important information regarding the school. The ILT, comprised of site administration and department chairs, continues to function as the decision-making body for operational items. Operational items include activities, athletics, data analysis, district information, facilities, modernization, testing, instructional minutes, grading practices, and instructional leadership. Department chairs disseminate information from ILT meetings during their department meetings.

*Leadership Groups*



## ***Evidence □ Notes***

<i>Faculty Meetings CISC agendas and minutes</i>	The CISC continues to function as the decision-making body for the Transformation Plan and School Improvement Grant (SIG). Minutes of the CISC meetings are sent to all committee members who share the information at department meetings. Faculty meetings also provide opportunities for the dissemination of information. Operational items are discussed at the beginning of each faculty meeting prior to professional development activities. Each department is responsible for meeting agendas and department minutes. From the Pivot Learning Partners training, department chairs developed a common meeting template that focuses department activities on the analysis of student data and instructional practices.
<i>Department Meetings Department Collaboration</i>	The Saddleback staff has worked diligently to implement and support the transformation of the school. Participation at staff meetings and professional development activities are positive and collaborative. Departments are integrating their new staff members and these teachers are receiving assistance in course-like planning and assessment, Learning Objectives, Thinking Maps, and Sheltered Instruction strategies.
<i>Classroom Assignments School Map</i>	With the modernization process, the school is being restructured around department clusters. Historically, teachers of various departments have been scattered throughout the campus. With the first two phases of modernization completed, the English, Math, and Foreign Language classes will be located in the same campus areas to provide more opportunities for collaboration. The assignment of departments to the same areas of the campus facilitates classroom observation, mentoring, course-alike planning and team building.
<i>BTSA Program District PAR Program</i>	The Beginning Teacher Support and Assessment (BTSA) program provides needed assistance to first and second year teachers who hold a preliminary credential. Another district program that supports veteran teachers as well as new teachers is the Peer Assistance and Review (PAR). Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. This program is provided to teachers who have been placed on an improvement plan through administrative evaluation.

## A5. Leadership and Staff

**Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.**

	<i>Evidence</i> □ <i>Notes</i>
Staff development plays a key role in the transformation efforts at Saddleback High School. Goal VI of the Single Plan for Student Achievement (SPSA) is to "provide high-quality professional development for all staff to successfully address the needs of a socio-economically disadvantaged student population. The academic goal will be for all students to successfully complete graduation requirements including proficiency on State assessments."	<i>SPSA</i>
The school and district have provided high-quality professional development resources. The district has offered programs to administrators and teachers through <i>Pivot Learning Partners Teacher Leadership Series</i> and <i>Student Engagement Training, Sheltered Instruction Observation Protocol (SIOP)</i> , and navigation of Data Director a web-based data and assessment management system that staff uses to view, disaggregate, and analyze student assessment data.	<i>High-Quality Professional Development</i>
Departments have been engaged in curriculum specific training to improve the instructional program, including assessments. The English department attended training on Keystone, the Intensive Intervention Curriculum, and the district ninth grade writing notebook that is aligned with the Common Core Standards. Mathematics has completed training and is in the initial stages of implementing <i>Speaking-Writing-Reading-Listening (SWRL)</i> and Sheltered Instruction strategies to engage the English Learner. Quizdom, a remote-based response system, is used to increase classroom interaction and checking for understanding. Special Education teachers attended training on CST and CMA placement, matching the appropriate state assessment to the needs of our Special Education students.	<i>Departments</i>
Counselors attend professional development through the District Ed Trust Initiative that is based on the national counseling standards. Counselors and support staff also attend Project Arrow training. Project Arrow is the eScholar Data Warehouse that provides an 'early warning' dashboard system to identify struggling students.	<i>Counselors</i>
The SIG has provided a number of schoolwide professional development opportunities. In the area of student behavior management, Saddleback is implementing the <i>Positive Behavioral Interventions and Supports (PBIS)</i> program and has offered the Mike Perry Behavior Management training to staff.	<i>Site-Based Professional Development</i>

## *Evidence □ Notes*

### *Professional Development Activities*

The main focus of professional development has been the analysis of student achievement data and providing effective instruction. Some of the areas include:

- Technology training including the use of Data Director, eScholar Data Warehouse, Aeries, district email, and Smartboards.
- Curriculum and Instruction training including the use of Learning Objectives, Thinking Maps, checking for understanding strategies, Sheltered Instruction, and lesson design.

Analysis of student achievement data in the four core content areas through department release days (one after each of the four benchmarks). Learning Director, ELD Coordinator, Math TOSA, and department members participate in the analysis of student data and planning effective instruction.

### *Administrative Responsibilities*

To support effective instruction, administrative responsibilities have been changed. One key administrative change has been the designation of a Learning Director to assist the Principal with instructional leadership. Together they work side by side with teachers in analyzing data and implementing effective instructional strategies. One full day of professional development was spent at the beginning of this school year to review key performance data from the previous school year. The Principal and Learning Director met with each of the core departments during release days after benchmark testing to assist in analyzing the data and to plan effective instructional strategies.

### *Monitoring and Assessment of Professional Development*

With this increased commitment to professional development, a process has been developed to monitor the effectiveness of these new initiatives and strategies. The Curriculum & Instruction Steering Committee (CISC) analyzes student data to determine which instructional areas need to be addressed to raise the performance of student groups that are not meeting academic standards. In order to do this, the CISC leadership developed a School Improvement Cycle to monitor all aspects of the Transformation Plan, including measureable outcomes, data collection and shared decision-making. This model is used to evaluate initiatives and strategies. Once initiatives have been developed and implemented, they are checked for effectiveness. If warranted, adjustments are made to the initiative. The cycle is a continuing process of developing, checking, and proving. Various ways of monitoring programs are accomplished through administrative and teacher classroom walkthroughs, Area III District walkthroughs, data analysis, and both formal and informal teacher observations.

## **A6. Resources**

**The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support student in accomplishing the academic standards and the expected schoolwide learning results.**

### *Evidence □ Notes*

In addition to district general funds, Saddleback receives additional funding through Title I, Economic Impact Aid (EIA), California High School Exit Exam (CAHSEE) Success Plan, and School Improvement Grant (SIG). This additional funding is used to support the goals of our Single Plan for Student Achievement (SPSA).

### *Funding*

Title I funds are awarded based on the number of students who qualify under the category of socio-economically disadvantaged. Economic Impact Aid is used to support the school's English Learners and educationally disadvantaged students. CAHSEE Success Plan funds are provided by the district to support the school's efforts to ensure that students meet the graduation requirement of passing the CAHSEE. The School Improvement Grant (SIG) was awarded to six schools within the district that were designated a Persistently Low Achieving School (PLAS). These funds are used to support the Transformation Plan and Single Plan for Student Achievement (SPSA).

### *Funding Sources*

Oversight of these funds is assigned to several leadership groups in the school. School Site Council (SSC), comprised of the Principal, parents, student representatives, and elected school staff allocates Title I and other categorical funds. The CAHSEE Success Plan is developed by the site and approved by the district office. With the School Improvement Grant, a new leadership group, Curriculum and Instruction Steering Committee (CISC), was formed to be the decision-making body responsible for the Transformation Plan and SIG. The CISC is comprised of three administrators, with eight positions selected by the Principal and an additional eight positions elected by the certificated staff. The Instructional Leadership Team (ILT), comprised of administration, department chairs and support staff also provides input on the allocation of resources on campus.

### *Oversight of Funds*

The responsibility of developing budgets, procuring annual audits, monitoring accounting practices and handling of institutional funds is under the purview of the district office. All purchasing is tied closely with the district accounting and purchasing departments, as well as key district personnel in charge of secondary education. The procurement system is done online through the district website using Oracle E Business Suite.

### *Budgets*

## *Evidence □ Notes*

A major requirement with every requisition is a justification of the purchase that is tied to one or more of the SPSA goals for student achievement. Budgets, specific to function, are prepared by different groups on campus that have access to school funds. For example, the Principal and Operations Administrator develop the site budget with support staff. The Saddleback Associated Student Body (ASB) develops the budget for student activities. Recently, Business Services reviewed and implemented new accounting procedures for Associated Student Body funds.

### *Modernization*

#### *Chevron*

#### *Alternative Energy Project*

Saddleback is completing a two-year modernization cycle of the school plant. All classrooms are being equipped with new technology with the goal of providing our students with 21<sup>st</sup> Century classrooms. All new classrooms will have Smartboards, document cameras, individual audio systems, and new furniture. The athletics facilities are being upgraded with the major improvement of an all-weather track and artificial playing turf. To date, the Administration and English buildings have been completed with the openings of the Forum (multi-purpose), Science and Foreign Language wings scheduled for spring of 2012. The modernization cycle, along with the Chevron Alternative Energy Project, has added to the success of the transformation process. The completion of the Chevron Project resulted in the installation of the largest solar energy project in Orange County. The school is being renovated both internally and externally giving the feeling of a new start with a new name, The College Majors School.

### *Textbooks*

District funds have provided all students with the adopted texts. Each year the site goes through a Williams Act inspection and has been found compliant with the legislation. Each department is given an annual budget to purchase supplemental materials and supplies to support the curriculum. The district uses the Oracle online requisition system to track purchases and ensure that they are allocated to support the school's SPSA goals.

### *Personnel*

The Principal and district Human Resources work closely to fill classified and certificated positions. The district provides policies and hiring practices for the school to use in hiring new staff. All credentialed and most classified staff are interviewed on site by a panel, comprised of administration and other staff members that will work closely with the candidate. In addition, the district provides training for all classified positions and a BTSA program is required of all new credentialed teachers.

**Areas of Strength**

1. Data-driven decision-making informs instruction, planning, and development of targeted interventions.
2. Schoolwide initiatives, including our 25 Modified Mondays, align instructional practices to help students attain academic proficiency.
3. Resource allocation and instructional practices promote independent learning.

**Prioritized Areas for Growth**

1. Implement targeted programs and interventions that promote a college and career readiness culture to ensure academic proficiency for all students.
2. Train teachers and devote resources to achieve academic proficiency for all students.

## WASC 2011-2012

### Chapter 4 Self-Study Findings

## Focus Group B: Curriculum

#### *Focus Group Leaders:*

*Sandra Abend (Social Science), Barbara Fields (ELA)*

Cynthia Mojarra (SSP)	Jeanne Mellor (Operations Administrator)	Nasser Cortez (Special Education)
Dawn Kong (Math)	Jill Berger (Special Education)	Nathan Allard (Special Education)
Dennis Salgado (Custodian)	Luciana Machadodiaz (Site Clerk)	Peggy Yepez (Site Clerk)
Elleni Hoffman (ELA)	Lucy Rico (School Office Asst.)	Ranithi Silva (ELA)
Elva Vicari (Foreign Language)	Marcia Caruso (Science)	Ray Hernandez (Custodian)
Elvia Gallardo (Registrar)	Margaret Robinson (Science)	Sandra Corr (Physical Education/VAPA)
Eric Green (Math)	Milcris Martinez (School Office Asst.)	Steve Foster (VAPA)
Esmeralda Barreto (Instr. Asst.)	Miriam Shloss (VAPA)	Tamara Davis (Library)
Fabiola Quezada (Counseling)	Monte McCord (Social Science)	Vanessa Chavoya (Inst. Asst.)
James O'Connell (Special Education)		



## Chapter Four: Focus Group B

### **B1.**

**All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results. Through standards-based learning (i.e. what is taught and how it is taught), these are accomplished.**

Saddleback High School provides a rigorous, relevant, and standards-based curriculum in order to help all students attain academic proficiency. Teachers adhere to state and/or national standards and utilize district-approved textbooks. English, math, science, and history teachers use district pacing guides. Foreign Language teachers are in the process of creating a district pacing guide.

Saddleback's master schedule has been expanded beyond traditional course offerings to reflect the diverse needs of all students through Advanced Placement, Honors, Specifically Designed Academic Instruction in English (SDAIE) classes, and Intensive Intervention classes for English and Math. A placement guideline has been created for all core courses, as well as Foreign Language, to ensure appropriate placement. Special Education students are mainstreamed into classes as determined by their Individualized Education Plan (IEP). Support classes in ELA and Math (Strategic, Intensive, CAHSEE) and targeted intervention programs (College Majors Summer Academy, Saturday CAHSEE Academy, Credit Recovery) have been created to ensure increased student performance.

Academic Scholars Achievement Program (ASAP), the schoolwide advisement program created to support student achievement, was originally designed to disseminate grade level information and college readiness lessons. Through the SIG's corrective action, thirty minutes were added to the school day. ASAP became a part of a hybrid model in which Academic Tutoring (AT) for each period was incorporated on a two-week rotation. During AT, teachers offer opportunities for reteaching, differentiation of instruction, and extended learning.

### **English Language Arts**

Saddleback High School's English classes are aligned with state frameworks, standards, and *Expected Schoolwide Learning Results* (ESLRs). Each course is based on curricular pacing guides, state- and district-adopted texts, novels, and other supplemental materials. In order to meet the needs of students with skills below, on, and beyond benchmark levels, students are scheduled into the appropriate levels of classes to ensure a structure that will enable them to strive toward the rigor of the curriculum.

### *Evidence □ Notes*

*California Frameworks, National and College Board Standards, Pacing Guides*

*Master Schedule Placement Guidelines*

*ASAP Program Academic Tutoring Schedule*

*California Frameworks Curriculum Pacing Guides*



## ***Evidence* □ *Notes***

<i>CELDT Scores</i> <i>Keystone Program</i>	English Learners who have scored in the Basic or Early Intermediate levels on the CELDT (California English Language Development Test) are assigned two period Intensive Intervention classes, which use the approved Keystone text and aligned pacing guides. Most of English Learners who score on the Intermediate level in the ninth and tenth grade are placed in Strategic English classes, which provide an extra period for differentiation and scaffolding to give students access to the standards and requisite skills.
<i>Course Curriculum</i> <i>College Board Standards</i> <i>Puente Curriculum</i>	Benchmark classes follow the aligned, grade level pacing guides in order to achieve the state standards. Honors classes in grades 9 and 10 follow grade level standards, but with both extended material and more depth and complexity. Both the strategic and the benchmark classes use the Holt text, which is aligned to the standards and is the basis of most of the pacing guides. The state developed <i>Puente</i> Program has been successfully implemented in grades 9 and 10. <i>Puente</i> English classes. Both the counselor and teacher have been trained so that placement and content follow the state guidelines. The Advanced Placement (AP) classes in grades 11 and 12 (AP English Language and Composition and AP English Literature and Composition) are aligned with state and district standards as well as College Board Standards.
<i>IEPs</i>	Students with disabilities are placed in English classes based on the Least Restrictive Environment (LRE) according to their most current IEP. Some students with disabilities are placed in Intensive Intervention, strategic and benchmark classes in the general education setting. Students with disabilities who are placed in self-contained Special Education classes are taught by education specialists. The self-contained classes offered at Saddleback High School are: Moderate English (for students with moderate disabilities), Strategic English D/E Keystone, Special Education Holt grades 9, 10, 11, and 12. All Special Education English classes follow the district pacing guides and administer benchmark exams with accommodations and modifications per students' IEPs.
<i>Thinking Maps and Learning Objective (Walkthroughs)</i>	English classes utilize all of the schoolwide instructional strategies, which are based on current research, such as Thinking Maps and explicit Learning Objectives with proving behaviors.
<i>Academic Tutoring Schedule</i>	Saddleback's English teachers have focused on rigor in their Academic Tutoring (AT) periods on Tuesday, Wednesday, and Thursday. This tutoring has grown from an identified need to offer extended learning opportunities during the school day.

CAHSEE test prep class is offered for grade 11 and 12 students who have not passed the CAHSEE. The course uses state-approved materials, such as the study guides developed by Orange County Department of Education (OCDE) and the California Department of Education (CDE). Saddleback's CAHSEE Success Plan also includes materials provided by the San Diego County Office of Education (SDCOE).

***Evidence*** □ ***Notes***

*CAHSEE Success Plan*

Because of the alignment with the Framework, the standards, and the pacing guides, the congruence between actual concepts and skills taught and the standards and ESLRs are very strong. The state-approved texts used in English courses provide the standard with each piece of work. Each teacher posts a Learning Objective (LO), has a poster of the ESLRs, and has Thinking Map posters. Thinking Maps encourage students to visually organize their thoughts in a way that makes it easier for them to access information from previous work.

*Walkthroughs*

Many assignments start with Thinking Maps to organize thoughts, but also show different perspectives as the students are required to create different Thinking Maps. Students often exhibit critical thinking, as they have to choose the Thinking Map that best delineates the concepts they are expressing. The Thinking Maps are then used as a critical thinking exercise to prepare students for writing an essay.

*Thinking Maps*

Students are given the objectives throughout the assignment, but also reminded to reflect on the standard and the ESLR when preparing a completed assignment, particularly essays. They include objectives, standards, and ESLRs in their collection folder for their senior portfolio. This is accomplished through a caption sheet on which the students cite the assignment, the standard(s), the ESLR(s), and their own reflection of their work.

*Student Collections For Portfolios*

*Benchmark Results*

Placement guidelines are based on student data (grades, scores on CSTs, Benchmarks, and/or CELDT), which allows counselors to schedule students in appropriate classes that will scaffold their attainment of a rigorous curriculum. Students with special needs and/or students with language acquisition needs are placed in classes that are state standards-based, but they may be scaffolded and differentiated, with extended time and extended resources in order to make the same standards achieved in the benchmark classes accessible.

*Student Placement Guidelines*

All students are placed in Intensive Intervention classes if their performance levels are more than two years below grade level. These classes use the Keystone text, which have their own aligned pacing guides. Since the implementation of Intensive Intervention classes, teachers have received staff development to utilize the additional instructional period to focus on facilitating vocabulary and language acquisition.

*IEPs*

## *Evidence □ Notes*

### *Intensive Intervention Course Curriculum*

All students who are between six months and two years below grade level in performance levels are placed in Strategic English classes, which also are two period classes. These classes use the same standards-based text (Holt) that Benchmark classes use, but use different ancillaries and supplements to scaffold achievement of the same concepts and standards. Up until last year, teachers of these classes also had staff development on appropriate ancillaries, activities, and differentiation skills to implement the additional two-period support classes.

### *Calendars and agendas, District Writing Rubric, College Board syllabi*

Accessibility in AP classes is in compliance with the equity and access policy mandated by the College Board. Students, especially all GATE-identified students, are encouraged to participate in these challenging courses. Because of Title I funds, we have been able to pay for their tests and extra review time.

### *Change of Course Forms*

Access also is ensured through movement within the English courses based on teacher recommendation and/or assessment data. Several students are moved from Intervention to Benchmark to Honors classes at the end of each six-week grading period and once students demonstrate mastery of their current English level. These midyear placement adjustments ensure students are engaged in the appropriate level of rigor.

### *Reading Lists*

There is integration of other disciplines in English classes through reading and writing. Standards-based instruction has required reading more nonfiction, especially material in the sciences and Social Sciences. Short stories and other fiction genres often embed historical content. Research papers are based on reading nonfiction, which further promotes interdisciplinary integration. Students study different writing modes. For example, when studying the persuasive essay, the student must have concepts of other disciplines to support their arguments.

### *Keystone Program*

The Keystone program has interdisciplinary lessons in Math, Science, and Social Science fully integrated into the textbook. The course sequence further promotes integration of English and Social Science. For example, American literature is taught chronologically in the junior year, while the student is studying American history. Studying the literature of the time period helps give life to the events from history. The Holt program also has fine arts reproductions.

### *Holt curriculum*

Data analyses lead to cycling reviews of instruction and curriculum. After each benchmark assessment, English teachers, including Special Education teachers, are given a release day in which the results are broken down into an item analysis according to the tested standards. This type of data analysis allows teachers to evaluate the effectiveness of instruction, to guide remediation, and to plan further instruction. Since the English standards spiral through the grade levels, the department as a whole as well as each individual teacher can see how the students are performing and progressing. Teachers then can make lesson plans tailored to identified needs and provide reteaching and differentiation that are necessary to improve student learning.

**Evidence □ Notes**

*Benchmark Review Release days*

*Release Day agenda and minutes*

The District Writing Assessment (DWA), which is developed by the Curriculum Writing Committee, is administered annually. It forms part of the data used for assessment and placement and is part of the students' portfolios. The portfolios are continually reviewed and updated.

*Curriculum Writing Committee agendas and minutes*

English teachers also gather to grade the District Writing Assessments from other schools in the district, requiring them to learn to grade according to a rubric. The rubric is annually reviewed and embedded in teaching essay writing. Teachers learn to apply this rubric by grading anchor papers to ensure consistency. Since this same rubric is used when grading class essays, there is more consistency in all essay grading across the department.

*District Writing Assessment grading sign-ins and norms*

Santa Ana College utilizes results from the DWA to place Santa Ana Unified School District graduates into English courses since the assessment provides a reliable measure of student writing skills. Using this measure, teachers are able to identify skills and better prepare students for college writing.

*SAC articulation*

Articulation with intermediate schools and with post-secondary institutions is reflected in programs such as *¡Adelante!*, textbook adoptions, and district-led conferences. Articulation within the school and with the intermediate schools occurs through vertical teams, Honors and AP articulation, and the district Curriculum Writing Committee. Extended reading lists are articulated throughout the grade levels in meetings with both the intermediate and the high schools.

*¡Adelante!  
Project TALK*

The English Department's strengths are both its alignment with the standards and the articulation of the resources. The pacing guides have been aligned with standards within the Holt and Keystone materials and other resources. The standards are tested with four benchmarks, which are district-wide common assessments. The data from these benchmarks are continually reviewed to ensure alignment between teaching and learning.

*Pacing guides, District reading list, District Writing Assessment, Benchmarks*

## **Evidence □ Notes**

### *Collection folders and Senior Portfolio*

Another strength in the English Department is the management of collection folders for the senior portfolio. As each grade 9 student enters Saddleback High School, a folder is created to gather student work, particularly writing. Each year the student move the folders to their new English classes and continue to gather papers, presentations, and projects from across the disciplines. The purpose is for students to personally reflect on growth in skills and performance. The culmination is the senior portfolio, which they present during their Senior Exit Interviews.

The English Department's next priority for growth is to create site-based common assessments and to establish further development of writing across the curriculum. Although the adopted Holt material has both formative and summative assessments, which could be the common site assessments, they are not used consistently among the faculty. The efforts to implement writing across the discipline have not become common practice.

### **Foreign Language**

#### *Thinking Maps*

Teachers in the Foreign Language Department collaborate in the implementation of research based instructional strategies to provide an effective and efficient program for students. The Foreign Language Department has instituted the use of Thinking Maps to help students better organize their ideas. Through the use of Thinking Maps, teachers promote the application of integrated thinking and interdisciplinary learning for all Foreign Language students from grades 9 through 12. Foreign Language teachers also base their instruction on Marzano's *Nine Instructional Strategies For Increasing Student Achievement*. Through these strategies, student achievement increases.

#### *Marzano's Instructional Strategies*

#### *Dual-Coding Theory*

#### *Krashen's Theory of Second Language Acquisition*

Stephen Krashen's *Theory Of Second Language Acquisition* guides the instruction of all teachers of Spanish and French and also guides the assessment and placement of students in the proper language level. Additionally, all Foreign Language teachers use the target language as the medium for instruction. Since most Foreign Language skills are transferable to English, the Foreign Language curriculum supports the ELA curriculum. The skills involved with reading, writing, and literary analysis are almost identical to English. Learning French or Spanish complements, enriches, and enhances English literacy. Comparing and contrasting the two languages through cognates, false cognates, and vocabulary analysis as well as highlighting similarities and differences in grammatical structures of English and the target language assist in promoting bi-literacy.

	<i><b>Evidence □ Notes</b></i>
Bi-literacy is also promoted by emphasizing pride in the Hispanic culture through cultural projects in class as well as extracurricular events and activities such as the Spanish club, the Guitar club, and the <i>Ballet Folklorico</i> . Annual trips to Spain and France allow students to experience the culture first hand.	<i>Spanish and Guitar Club Membership</i>
Bloom's Taxonomy also is implemented in the Foreign Language program, always aiming at developing higher order thinking skills for all levels of students, starting from the simplest tasks and moving to the most complex.	<i>Bloom's Taxonomy</i>
All teachers in the Foreign Language Department use National Foreign Language Standards. The California Foreign Language Framework guides the Foreign Language program since there is not any state legislation requiring the adoption of Foreign Language state standards.	<i>National Foreign Language Standards, California Foreign Language Framework</i>
Instruction reflects the use of National Standards by all students in the Foreign Language Department. All instruction delivery is aligned with the different student levels and abilities. In addition, Learning Objectives posted in all Foreign Language classrooms address the use of these National Standards.	<i>Learning Objectives</i>
Foreign Language teachers all follow the site-developed pacing guides when preparing their lessons. The Foreign Language Department pacing guides were designed to reflect both the National Foreign Language Standards and the ESLRs. Both the standards and ESLRs are posted in all classrooms and are made visible to students at all times.	<i>Foreign Language Pacing guides ESLR posters</i>
In the absence of state Foreign Language standards, lesson plans and Learning Objectives follow the National Standards for Foreign Language. Teachers in the Foreign Language Department give common assessments developed at the site, which also contribute to maintaining congruence in the program.	<i>Common Site Assessments</i>
Both students and teachers in the Foreign Language Department have daily opportunities to view samples of student work, as they are displayed on classroom walls. Teachers display Thinking Map projects that demonstrate implementation of the Foreign Language National standards and ESLRs. Examples of work showing language acquisition in the target language, such as vocabulary development and literary analysis, are posted in the classrooms.	<i>Student Samples</i>
All students in the Foreign Language Department from grades 9-12 are presented with a relevant and rigorous curriculum. The school demographic data present mainly two types of Foreign Language students. Based on their command of the Spanish language, students in Spanish courses are placed either in classes for native Spanish speakers or non-native Spanish speakers.	<i>Foreign Language Placement Guidelines and Examination</i>

## ***Evidence □ Notes***

*Language Placement Survey*  
*Master schedule*  
*FAPE*

Students follow a path that corresponds with their language levels at entry, which makes the curriculum more relevant and allows for appropriate levels of rigor. AP classes are offered to students who are capable of attaining higher levels of Spanish. Students who wish to challenge themselves with more rigorous courses enroll in AP Spanish Language or AP Spanish Literature. The French program is in the process of starting an AP class.

*IEPs*

Special Education students enrolled in Foreign Language classes offer student specific support. After consultation with a student’s case carrier, students are placed in their least restrictive environment and enrolled in either general education classes, general education classes with instructional assistant support, or in a self-contained Special Education Foreign Language course.

Foreign Language teachers differentiate their instruction by following accommodations and modifications specified by students’ IEPs. For example, students with special needs are given the opportunity to take quizzes and tests with their case carriers or with the support of an instructional assistant. They may also get extended time on assignments and opportunities to retake tests.

*National Standards for Foreign Language*  
*Foreign Language Pacing guides*  
*AP Spanish Language & Literature syllabi*

Since the state of California lacks Foreign Language standards, the Foreign Language curriculum is continuously reviewed and evaluated to make sure it is aligned to the National Foreign Language Standards. Teachers of both native and non-native Spanish speakers’ classes follow pacing guides. In this way, teachers ensure an efficient, effective, and smooth transition from chapter to chapter of all state-approved textbooks.

*Learning Objectives*

The curriculum for AP Spanish courses are reviewed and approved by the College Board. The College Board has approved both AP Spanish courses. All content in language classes is taught by following pacing guides, Learning Objectives, national standards, and ESLRs, which are reflected in all student work.

*SAUSD graduation requirements*  
*SAUSD grading policy*

High school students are required to take at least two years of Foreign Language classes in the same language in order to graduate. Two years of a Foreign Language course completed during intermediate school fulfills one semester of the high school Foreign Language requirement.

Teachers provide grades to students on a continuous basis. Students have access to their grades both through classroom postings and through *Engrade*, an online grade book, which also helps students and their parents become aware of the students' progress in a Foreign Language class. Teachers ensure that students are aware of their missing assignments and upcoming evaluations. Teachers are required to inform parents of students if their students are in danger of a D or F at least two weeks prior to the completion of each six-week grading period.

*Engrade*

At the beginning of the school year, all Foreign Language teachers present students with clear classroom expectations. Students are aware of the progressive consequences for not completing homework assignments, which include classroom detentions, counseling referrals, parent contacts, and ultimately, referral to a school administrator.

*Classroom Rules and Expectations*

Support is given to students with disabilities enrolled in Foreign Language classes. Instructional assistants are placed in Foreign Language classes with a minimum number of students with special needs. In addition, all teachers in the Foreign Language program differentiate their instruction through small group activities or by making themselves available for after school tutoring.

In order to receive college credit, students taking AP Spanish classes are evaluated upon entering college. There is not a definite articulation between the Foreign Language program with colleges and universities, as evidenced by alumni feedback.

*AP test results*

## **Mathematics**

The Math staff adheres to site course timelines, which are based on district pacing guides that are aligned to the California Framework and state standards. For Algebra Readiness, Algebra I, Geometry and Algebra II, these timelines align to benchmark exam blueprints to provide both summative and formative assessment data. Advanced Placement calculus follows the College Board standards and CAHSEE test preparation courses align with the CAHSEE blueprints. Self-contained Special Education classes are also offered for: Algebra Readiness, Algebra I, and Geometry. The Math staff uses state-approved texts and ancillary materials to support instruction. CAHSEE Test Prep courses use approved CAHSEE resources as indicated in Saddleback's CAHSEE Success Plan.

*California Math Framework, AP calculus standards*

*CAHSEE Success Plan*



## ***Evidence*** □ ***Notes***

*California Math Framework, AP calculus standards;*

*CAHSEE blueprints; CAHSEE test prep plan*

The majority of Math course offerings (Algebra Readiness, Algebra I, Geometry, Algebra II, Math Analysis and Probability and Statistics) are aligned to the state standards. Advanced Placement Calculus is aligned to the College Board National Standards. College Algebra is a district-developed course built around the Summative CST exam standards. These include power standards from Algebra I, Geometry and Algebra II. CAHSEE Test Prep is an intervention course designed for students who are at risk of not meeting state standards for grades six and seven and who do not pass the CAHSEE.

*Saturday CAHSEE Academy Curriculum Guide*

Saturday CAHSEE Academy, a six-week intervention program for sophomores, was initiated to prepare students for the March CAHSEE administration. Students participated in three weeks each of Math and English Language Arts instruction. The Math teacher on Special Assignment (TOSA) designed the Math curriculum while a 10th grade English teacher designed the English curriculum. The curriculum was based on the CAHSEE blueprints and CAHSEE released questions and uses district-approved resources.

*ESLRs (Academic Achiever, Critical Thinkers);*

All content taught in Math classes primarily address two ESLRs: *Academic Achievers* (academic proficiency in mathematics) and *Critical Thinkers* (the ability to solve problems, analyze, and apply). These ESLRs parallel both state and district expectations.

*CST blueprints Department-wide chapter tests*

Although the Math staff admits that a greater emphasis must be made to bring the above-mentioned goals to students' awareness, all lessons, assignments, and assessments build upon these primary elements. The Math TOSA, with input from each teacher, creates department-wide chapter tests and semester finals for each core course. These assessments contain questions from the higher levels of Bloom's Taxonomy to encourage critical thinking, alignment of instruction, and to ensure adequate preparation for CST, benchmark exams, and other standardized assessments.

*Bulletin Boards Shared presentations in department and faculty meetings*

The Math Department ensures rigor through discussions and assignments that tap the higher levels of Bloom's Taxonomy. Learning Objectives are posted daily to ensure that all students understand the goal of the day's lesson. Thinking Maps have been incorporated throughout all disciplines to instill a deeper understanding of course standards, introduce key academic vocabulary, and ensure learning for all students.

**Evidence □ Notes**

Class displays of student work reflect a variety of uses of Thinking Maps and/or written assignments to further enhance the learning process. Students' mathematical reasoning and independent thinking is enriched in Honors and Advanced Placement classes through projects and other outcome-based activities that emphasize application of advanced mathematical skills to real-world problem solving.

*Thinking Maps,  
Learning  
Objectives posted  
daily*

The Math Department offers a variety of courses, which include core content classes (Algebra I, Geometry, and Algebra II), Honors (Geometry 9, Algebra II, and Math Analysis), Advanced Placement Calculus, and other electives (College Algebra, Probability and Statistics). In addition, Saddleback offers support classes for the CAHSEE and courses targeted to assist the English Learner and Special Education populations. Math Department teachers use accommodations and modifications per students' IEPs to ensure all students have access to the curriculum and are given the appropriate supports to be successful and grow academically.

*Master Schedule  
(support classes)*

*Placement  
Guidelines*

*IEPs*

*Master schedule*

*Data Director*

As a means to help foster first-time instruction for at-risk students, Saddleback currently is piloting a series of two-period classes to provide additional daily instructional time within the school day. To ensure proper placement into the courses below, the Math TOSA uses multiple measures, which include CST scores, prerequisite grades and teacher recommendation:

*Placement  
Guidelines  
(district and site-  
based)*

- Grade 9 Algebra I: an algebra course for grade 9 students that includes support for students with Below Basic or Far Below Basic CST scores and grades of D or F in either Algebra Readiness or Algebra I taken in grade eight
- Grade 10 Algebra I: for grade 10 students with Below Basic or Far Below Basic CST scores and grades of C or D in Algebra Readiness.
- EL and SD Algebra I with a support period to provide additional time for language support for students with Beginning and Early Intermediate language fluency levels
- Geometry 9 with support for incoming grade 9 students with low Basic or Below Basic CST scores and grades of C or D in Algebra I
- Geometry 10 with support for grade 10 students with Below Basic or Far Below Basic CST scores and grades of D or F in Algebra I

Placement of Special Education students is determined through articulation between the Learning Director, Math TOSA, Special Education case carriers, and Special Education Counselor. Similar placement guidelines are used along with the Individualized Education Plan determined by the IEP team.

*IEPs*

## ***Evidence □ Notes***

### ***College Majors Academy Curriculum Guide***

The goal of these courses is to allow access to a more rigorous course of study for all students. Although Algebra Readiness is offered through the Special Education Department, it is no longer offered for the general population. Students now are placed in Algebra I with support to provide a greater challenge and exposure to more advanced Math concepts. Similarly, Geometry 9 with support was created to challenge incoming ninth grade students who earned a C or D in eighth grade Algebra I. In previous years, these students would have repeated Algebra I.

The College Majors Summer Academy, a preparatory course, was created in anticipation of the phasing out of Algebra Readiness. All incoming freshmen were encouraged to enroll in this academy to ensure greater success in Algebra I. The Math TOSA designed the curriculum around the CAHSEE blueprints to improve mock CAHSEE scores and reinforce prerequisite skills for Algebra I.

To offer on-going support and strengthen students' skills, teachers provide individualized support during Academic Tutoring (AT) time. Teachers use this time to reteach concepts, differentiate instruction, and reinforce academic vocabulary. Teachers also provide CAHSEE test prep strategies for facilitation in ASAP.

### ***Modified Mondays Agendas and Minutes ASAP Lessons, Weekly Planners***

Teachers meet in cross-curricular groups in bimonthly faculty meetings to discuss schoolwide initiatives such as Learning Objectives, Thinking Maps, academic vocabulary, and *Planning Instruction For All Students*. The staff incorporates cross-curricular lessons during ASAP, a schoolwide intervention program built into the school day. The Math Department occasionally utilizes cross-curricular activities to reinforce key standards. Increased collaboration time with staff from all subject areas is needed to increase cross-curricular articulation and lesson planning.

### ***Department and Release Day Meeting agendas and minutes***

The Math staff meets regularly in department, release day, and course-alike meetings to share strategies for key standards. This articulation encourages cohesiveness within courses and between the different levels of mathematics, particularly since each teacher teaches multiple subjects.

### ***Department Policies (grading and re-take)***

### ***Department Chair Minutes***

The Math staff also utilizes common chapter tests, resources, and instructional practices to ensure that all students have equal access to course standards. A department grading policy and retake policy are in place to further ensure that all students are afforded the same opportunities to meet course requirements. The district Math chairs have begun articulation meetings with the intermediate schools to discuss methodology, placement, and other key issues.

The counseling staff also has conducted classroom presentations to discuss graduation requirements, credit recovery, and college readiness. Articulation with higher education partnerships has been especially beneficial. Through the GEAR UP Grant, the Math staff was able to obtain UCI Math tutors to assist all grade 9 Support and CAHSEE classes. Continued articulation needs to take place between both feeder schools and local colleges/universities in order to better align grading policies, timelines, and placement criteria.

**Evidence □ Notes**

*Counseling Presentations and Duties*  
*GEAR UP Grant*

**Science**

The mission of the Science Department at Saddleback High is to provide rigorous instruction and personalized support for all students. The department facilitates the delivery of the formal curricula through standards-based learning that support the *Expected Schoolwide Learning Results*. All students participate in rigorous courses, which are relevant to each student’s educational goals. The leveled courses include Earth Science, Biology, Chemistry and Physics. Courses are all designed and based upon state frameworks, state standards and College Board AP guidelines. Courses utilize the district-adopted, board-approved textbooks that originate from the list of state-approved textbooks. Every subject within the Science Department is structured around the district pacing guides that include timelines, subject matter expectations, and instructional material/textbooks.

*State Standards*  
*College Board AP Guidelines*  
*District Adopted Textbooks*  
*District Pacing Guides*

The science department offers a variety of courses to meet all students’ needs. Biology, Chemistry, and Physics (a-g requirements) are offered to students at the AP or Honors level and core level, which includes both English Learners (EL) and Special Education students. Each teacher follows a district pacing guide to allow for course-alike assessments and course-alike finals. All science courses are subject to district benchmark tests, the results of which are analyzed during Modified Monday meetings to guide reteaching of material when appropriate. Classroom teachers also allow students time to review their personal benchmark results, which empowers them to take ownership of their learning.

*Course Curricula*  
*Common Assessments,*  
*Pacing Guides*  
*Release Day Agenda and Minutes*  
*Benchmark Results*

All students' records are scrutinized thoroughly through a student placement guidelines, which ensures each student is appropriately placed regarding subject matter, academic level (AP/Honors or Special Education) and graduation requirements (district and/or core).

*Student Placement Guidelines*

The Science Department supports the ESLRs by consistently gauging student learning through checking for understanding, a schoolwide focus. Teachers use direct instruction, including Learning Objectives and Thinking Maps, to deliver the curriculum. Implementation is verified through classroom walkthroughs.

*Learning Objectives*  
*Walkthroughs*

## ***Evidence □ Notes***

<i>Department Meeting Agendas and Minutes</i>	With the collaboration of the Special Education Department, every curriculum is constructed to develop basic skills and academic language. Development occurs during Modified Monday department meetings. Also, in order to address the needs of English Learners in science classrooms and because the introduction of essential elements of scientific vocabulary is critical, each science classroom now has science specific translation dictionaries that English Learners use for classroom assignments.
<i>Course Curriculum Science Dictionaries in Spanish</i>	
<i>Data Director (CST &amp; District Benchmark Results)</i>	In order to have a greater impact on increasing Science CST scores, the Science Department has been focusing on the EL subgroup, which can have multiplier effects to the CST scores, as most English Learners also affect the Hispanic and Socio-Economic subcategories. Thorough analyses of CST Data (standards clustered by subject matter, benchmarks, and EL subgroup) have indicated the increase of CST scores of all science disciplines.
<i>Department Meeting agendas and minutes</i>	
<i>Thinking Maps</i>	The acquisition of scientific knowledge requires foundational and fundamental skills in English. The EL subgroup is not gaining in comparison to the English Only and Reclassified Fluent English Proficient (RFEP) subgroups, therefore, the department is placing a priority on this subgroup. The implementation of the Thinking Maps program has developed a scaffolding policy for English Learners to help structure their writing format and to apply this to developing their non-fiction writing skills. SDAIE strategies are utilized to increase the acquisition of scientific vocabulary and to facilitate mastery of concepts by all students.
<i>Lesson Plans</i>	
<i>Student Placement Guidelines Common Assessments</i>	Over the past few years, there has been a shift in placement policy. More incoming freshmen are now placed into university-required laboratory classes such as biology, as opposed to Earth science courses with no laboratory fulfillments. As a result, more juniors and seniors are able to schedule AP classes, thereby facilitating a more rigorous, relevant, and coherent curriculum.
<i>Course Curricula</i>	
<i>Common Course Tests and Finals</i>	It has been the policy of the Science Department to assess each class within the same subject with a common test and/or final. This allows for teachers to evaluate individual effectiveness of current teaching strategies.

**Social Science**

Teachers in the Social Science Department use many documents that reflect current educational research and thinking to align instruction with academic standards and ESLRs. The documents include the California Framework for Social Science, California State Social Science Standards, the California CST Blueprint, the SAUSD pacing guides and course syllabi for World History and US History, and the College Board course outlines for Advanced Placement European History, Advanced Placement United States History, Advanced Placement Psychology, Advanced Placement Government, and Advanced Placement Economics.

*California Framework*  
*California State Social Science Standards*  
*CST Blueprint*

Teachers in self-contained Special Education classes such as: World History, US History, Economics, and Government are also offered. Teachers use district-adopted textbooks and supplementary resources that are aligned with the California Framework, California Content Standards and College Board National Standards.

In the 2010-2011 school year, members of the Social Science Department created and implemented four common assessments for World History and US History based on the released questions from the California Standards Test. During this time a district curriculum committee was also formed to create a pacing guide, course syllabi, and four benchmark tests for World History and US History based on the California Framework and California Standards for Social Science.

*SAUSD Pacing Guides, Course Syllabi*  
*College Board Standards*  
*Curriculum Pacing Guides*  
*Benchmark Tests*

The district benchmark tests are given four times a year. The common assessments for World History and US History were replaced by these district benchmarks. Special Education classes use accommodations and modifications for the benchmarks and state testing per students' IEPs.

Implementation of the new pacing guides, course syllabi, and benchmark tests for World History and US History began in fall 2011-2012. A portion of each department meeting is dedicated to course-alike planning using the pacing guides and course syllabi. Fall and spring semester course-alike finals are given based on the district pacing guides and California Social Science State Standards for World and US History.

*Curriculum Pacing Guides*  
*Course-Alike Finals*

Each year Advanced Placement teachers attend a one-day workshop to discuss course outlines and new themes emphasized on the AP tests. Teachers also attend summer institutes sponsored by the College Board whereby teachers receive intensive training on how to deliver curriculum and how to improve writing skills students need to pass the nationwide tests offered in May.

*AP syllabi*  
*Workshop Attendance*

## ***Evidence □ Notes***

*California Frameworks*  
*CST Blueprint*  
*Curriculum Pacing Guides, AP Syllabi*

There are defined academic standards for all Social Science courses. Teachers use pacing guides based on the California Standards and/or College Board Standards. World History and US History use district-wide pacing guides. Government and Economics classes are taught using the California Standards but no district or department-wide pacing guide exists. Individual teachers have created their own pacing guides. Psychology classes are taught using the national standards from which a pacing guide has been created.

*California Frameworks*  
*Curriculum Pacing Guides, AP Syllabi*

Congruence exists between concepts and skills taught, academic standards, and the ESLRs. The pacing guides, benchmarks, standardized tests, and ESLRs are aligned with the California Framework and the California Standards for World History and US History. Course finals for Government and Economics are aligned with the California Framework and California Standards as well.

*Classroom Observations*  
*Home Group Data*  
*ESLR Poster*

Student work and student engagement in learning demonstrate the implementation of standards-based curriculum and the ESLRs. Teachers participate in classroom walkthroughs where student work that demonstrates standards-based engagement is observed.

As *Academic Achievers*, students in the Social Science Department complete reading and writing assignments created from a standards-based curriculum. As *Critical Thinkers*, students analyze primary and secondary source documents, participate in debates, and complete research and writing assignments. As *Quality Producers* students are expected to turn in projects on current, critical and/or controversial topics. As *Critical Thinkers*, students answer questions of application and synthesis on written quizzes and in class discussions. As *Responsible Citizens* students are encouraged to be respectful in their daily lives.

*Student Work On Bulletin Boards*

Standards-based student projects and assignments are on display in all Social Science classrooms. Students are given opportunities to show their creative talents and to make the curriculum more meaningful through individual, cooperative learning and multimedia projects.

*Master schedule*  
*Placement Guidelines*

All students receive a rigorous, relevant and coherent standards-based curriculum. The Social Science Department offers a wide range of courses to meet the various needs of all students including Specially Designed Academic Instruction in English (SDAIE), core, and Advanced Placement (AP). The master schedule is created based on the needs of each student as determined by the student placement guide. Vital academic information posted on Data Director is available for all teachers to utilize in their lesson planning.

Collaboration occurs between the Special Education Case carriers and the Learning Director to ensure the proper placement of students with disabilities in the least restrictive environment. Special Education teachers also communicate with content area teachers by email and work and attitude reports when needed.

Demographic data shows that a large percent of students are English Learners and Special Education students. SDAIE classes offer Sheltered Instruction for those who need the language support within the Social Science class. Advanced Placement courses are available for students who wish to challenge themselves. Self-contained Special Education classes are offered to service those students who need a smaller class setting and specialized instruction.

*Demographic Data*

*Student Placement Guide*

All Social Science Advanced Placement classes require a research project. Students in AP courses write more frequently than in core and SDAIE courses. In addition, Advanced Placement students write both Free Response Question (FRQs) and Document Based Question (DBQs) in preparation for the AP Exam in May of each year.

*AP syllabi, displays of student work*

Instructional practices and other activities facilitate access and success for students with special needs. Content area teachers review the recommendations of Special Education teachers regarding ways to enhance learning for an individual student with special needs and then create lessons based on those recommendations. Social Science teachers use Thinking Maps, visuals and academic vocabulary activities to improve comprehension of difficult concepts of the California Standards for the Social Sciences.

*California frameworks, CST blueprint, curriculum pacing guides, master schedule*

Students with disabilities are given a longer time to take tests, and can be sent to the Special Education teacher for assistance when taking a test or completing a project. Teachers are notified of annual IEP meetings and invited to attend. There is integration of Special Education students into all classes.

*IEPs*

Economics teachers incorporate Math skills in assignments and assessments. US History teachers incorporate relevant pieces of literature where applicable and all Social Science courses integrate reading and writing into their curriculum. Writing assignments include FRQ essays and DBQ essays.

Evaluation processes involve graduation requirements, credits, grading policies and homework policies. Each teacher in the Social Science Department creates his/her own grading policies; however, the department has met on several occasions to discuss grade distribution. The Social Science Department follows the schoolwide homework policy of allowing make-up work for excused absences only.

*Graduation Requirements, 2011-2012*



## ***Evidence □ Notes***

*Social Science Department Meeting Agendas and Minutes*  
*Course-alike Finals*

In the Social Science Department teachers regularly review the curriculum. Teachers have pacing guide chats during a portion of the monthly department meetings, course-alike meetings to discuss benchmarks, data chats with the Learning Director, and meetings to create and revise course finals for Government and Economics. The Social Science Department conducts no common assessments, only course-alike finals in World History, US History, Government, and Economics.

## **Visual and Performing Arts**

### *Visual Arts*

*Visual Arts Curricula*

Students in visual arts courses receive the same assignments initially. Because of the heterogeneous make up of art classes, assignments then are modified as needed to accommodate students' artistic ability, learning styles, disabilities and language levels.

*Visual and Performing Arts Framework*  
*Rubrics, Course Outlines*

Assignments are designed to align with the Visual and Performing Arts (VAPA) Framework for California Public Schools. While the artistic perception and creative expression elements of the Framework continue to be emphasized in visual art coursework, an added focus has been applied to the remaining components: historical context, aesthetic valuing and connections, relationships, and applications.

*Critical Need Areas*  
*Course Assignments*  
*Student Portfolios*

These component strands align with the site emphasis on improving students' skills in reading and writing. Visual arts students are required to complete written modules for nearly every block of assignments. This aligns with the second critical needs area: assisting English Learners in attaining academic proficiency. Additionally, advanced art students experience an increased number of projects that include visual, written, and oral components. All groups of students maintain portfolios of student work.

*Rubrics, Score Sheets*

Students are provided with rubrics, score sheets and examples to facilitate maintenance of their portfolios. Because the visual arts assignments encourage students to employ a variety of strategies to complete coursework, multiple solutions that meet the criteria are possible. Teacher- and student-generated rubrics allow freedom and creativity in meeting content standards.

All visual arts classes are open for students to fulfill the a-g requirement. All of the visual arts courses have curriculum guides. The district has provided a number of planning days that have allowed all of the district visual arts teachers to align coursework and construct pacing guides that follow the California Framework. The visual art teachers chart student progress weekly using a variety of methods. Students can reference their portfolios and point score sheets to verify current grades.

***Evidence □ Notes***

*District Course Outline, Curriculum and Pacing Guides*  
*Student Portfolios*

Opportunities are available throughout the year for students to complete and showcase their work. These include state, site, and community art exhibits and competitions. Examples of these include: Color It Orange (county show), Design Your Dream Car (local competition sponsored by the business community), and Art Takes Flight (airport competition). Additionally, the city of Santa Ana has a strong artist community that encourages and promotes student art exhibitions. Students are encouraged to explore the connections between their creative expression and the job market.

*Entry Criteria*  
*Samples Of Student-Submitted Contest Work*

The master schedule was organized to promote grade 9 enrollments in the Art I class. The goal was that students would gain an appreciation for the arts in their high school experience and continue their creative studies as their schedules allowed. The establishment of a rigorous and relevant arts education is vital to fostering the *Critical Thinkers* ESLR. Visual arts students have the opportunity to enroll in ART II, III, IV, and AP Studio Art.

*Master Schedule*  
*Placement Guidelines*

Additional Visual and Performing Arts planning has been accomplished during late start Modified Mondays. During these meetings, VAPA teachers have focused on rubric construction, an increase in course-specific vocabulary inclusion, a reduction in the number of students receiving D and F grades, implementation of relevant Thinking Maps, and the consistent posting of and clear and concise Learning Objectives. VAPA teachers have met with Language Arts teachers to plan new cross-curricular lessons.

*Rubrics and evaluation tools*

The Visual Arts Program uses local, state, and national publications to investigate current arts events, opportunities, and trends. Curriculum research is conducted at a local art museum, web resource sites, the local art walks and art colony, and the California Framework. Finally, VAPA teachers are practicing artists in their respective fields and are familiar with art career pathways.

*Bowers Museum, Santa Ana Art Walk, Santa Ana Art Colony*

## *Evidence □ Notes*

### *Performing Arts – Vocal Music*

<i>Master Schedule</i>	The vocal music classes are open for students to fulfill their a-g requirement.
<i>Choir Pacing Guide and Rubric</i>	District high school vocal music teachers met with county VAPA supervision to create a beginning choir pacing guide and rubric for both semesters based on grade six through eight teachings and California State Standards in high school vocal music. Pacing guides and rubrics for other courses will continue to be created through district meetings.
<i>Curriculum Guides</i>	Curriculum based on the standards supports the school's six ESLRs. The program includes vocabulary, evaluation of practice, performance, and performance etiquette as well as opportunities for lifelong learning. To achieve higher academic achievement, Thinking Maps are used on a regular basis. Cooperative groups are also common in vocal music classes and music appreciation classes.
<i>California State Standards</i>	
<i>Thinking Maps</i>	These methods encourage students to use higher levels of critical thinking to solve problems.
<i>Course Syllabi and Outlines</i>	Course levels differ, and the rigor of each course is based on the experience of the students in each course. Mixed Chorus is a beginning chorus performance class that is open to any student. Concert Choir also is a beginning chorus performance class open to any student, but it involves learning musical theater and drama concepts as well as choral performance. Chamber Singers is an advanced chorus performance class available by audition only. Music Appreciation is open to any student. Students experience reading and writing music, performing music, music history, and other topics as dictated by the state standards.
<i>Concert Programs and Materials</i>	The Vocal Music Department offers two concerts per year. The Chamber Singers participate in the District Honor Choir as well as touring throughout the community during the winter holiday season. Choirs perform for all assemblies and for graduation. Throughout the year, students have opportunities to perform in community groups such as a girls' Barbershop Diva Day at Orange Coast College and a boys' Harmony Festival at California State University, Fullerton.

### *Performing Arts-Dance Production*

<i>Master Schedule</i>	The dance production class at Saddleback High School is open to students who try out for the dance team the previous spring semester. This is a year long class that begins the fall following spring tryouts. It is a class that will fulfill their a-g requirement or their P.E. requirement if they have not already fulfilled it. District high school dance teachers meet twice a year to discuss teaching techniques and practices as well as curricula. Meetings will continue to create pacing guides and rubrics for this course.
<i>Dance Production Tryouts</i>	

*Evidence □ Notes*

The standards-based curriculum supports the school's six ESLRs, and the program includes content vocabulary, Thinking Maps, team building skills, performance, and performance etiquette. Smaller cooperative groups are used and individual performances are also graded. These methods encourage students to use critical thinking and creativity to solve problems. Accommodations and modifications are made to curriculum to address the needs of students with disabilities per their IEPs. Consultation and collaboration with their Special Education carriers ensures that students are successful in the VAPA program.

*Dance Production Curriculum*

The dance team performs at home football and basketball games as well as several assemblies a year. They also participate in competitions outside the school and put on one dance concert in the spring of every year, which is a type of portfolio of their work throughout the year.

*Assembly and Competition Programs*

*Performing Arts–Instrumental Music*

The instrumental music program consists of two levels of classes. Beginning Band is an open enrollment class created to instruct students in the art of instrumental music. Any student who has not played an instrument before is welcome to join and learn to play guitars, brass, woodwind, or percussion instruments. The students are educated on their instruments and experience performing for an audience.

*Performing Arts Curricula*

Wind Symphony is a performance level class that is created by audition only. This ensemble is created for the advanced and experienced players. Students audition at the beginning of the year for ensemble and chair placement. Based on the auditions, students are placed in specific ensembles and play the parts required in the music. During the fall season, Wind Symphony members play in the marching band, where they are given the opportunity to participate in field competitions as well as perform at football games.

*Event Calendars  
Band Competition  
Concert Reflections*

Second semester, the Wind Symphony members perform concert literature on stage at events and festivals. Throughout the school year, the instrumental music program integrates ELA standards by assessing and assigning writing activities. Integration takes place at sporting events, concerts, and seasonal activities. In order to successfully pass an instrumental music class, students must participate in performing their instruments on a daily basis. Rehearsals produce an environment of constant assessment for immediate improvement. The final product takes form through performances for site events, feeder schools, and colleges in order to create awareness of the instrumental music program.

*Concert Performances*

## *Evidence □ Notes*

<i>Concert programs</i>	<p>The instrumental music program draws from a variety of music literature that spans various styles from historical to popular music. Music organizations such as the Southern California School Band and Orchestra Association (SCSBOA) and the California Band Directors Association provide lists of recommended literature to be used while teaching music in the classroom. In addition to these organizations, the Texas Music Repertory List is a source for instrumental music directors to refer to when selecting literature. These lists offer a variety of multicultural literature that is educational. The lists are referred to when selecting literature for festival competition as well as concert literature throughout the school year.</p>
<i>SCSBOA and CBDA Literature Lists</i>	
<i>California Content Standard in Fine Arts and Music</i>	<p>Once the literature is selected, the students begin a performance-based project that incorporates smaller units to be covered addressing the California Content Standards for the Fine Arts and Music. The academic standards guide student learning in the classroom. Each smaller unit consists of areas of music pedagogy including scales, arpeggios, rhythm, tone, blend, balance, and dynamics, which tie into aspects of the performance literature. Progress is monitored daily using listening, recordings, and small ensemble performances. In their performances, students receive feedback from judges and clinicians.</p>
<i>Student Work</i>	
<i>Written evaluations</i>	
<i>Concert Performances</i>	<p>The music program is active within the community. The program performs 20 to 30 times each school year. Holding students to a high standard using a rigorous, relevant, and coherent curriculum allows for students to be challenged and prepared for a more successful final product. All students are held to the same standard. However, different teaching strategies such as pair-share playing, slower pacing, and modeling/imitating are used to help all students succeed.</p>
<i>Concert Reflections</i>	
	<p><i>The AVID Program</i></p>
<i>AVID Curriculum and Instruction Guides</i>	<p>Advancement Via Individual Determination (AVID) is an elementary through postsecondary college readiness program that emphasizes student learning and performance. The AVID program accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.</p>
<i>AVID student contracts</i>	
<i>Master schedule—AVID class offerings, student schedules.</i>	

## ***Evidence □ Notes***

AVID is offered as an elective course. Each week, students receive two hours of instruction, two hours in tutor-led study groups, and one hour in motivational activities and academic survival skills, including critical reading and writing skills. AVID students are encouraged to take Honors/Advanced Placement courses. AVID seniors may receive a-g elective credit upon completion of the AVID Senior Seminar class.

*Articulation*

*AVID Placement Guidelines*

Through articulation with feeder schools, the AVID counselor and Coordinator select the students for the program. The AVID student has average-to-high test scores, 2.0-3.5 GPA, college potential with support, and desire and determination. AVID students also meet one or more of the following criteria: they are the first in family to attend college, from a population that is historically least served in four-year colleges (e.g., underrepresented as a racial or ethnic group), low income, or have special circumstances (e.g. foster youth).

The AVID teaching strategies include writing, inquiry, collaboration, and reading along with the 11 essentials for certification:

*AVID Curriculum And AVID Essentials*

1. Student selection as per AVID profile
2. Voluntary participation by students and staff
3. Scheduling of the AVID elective class during the normal school day.
4. Enrollment in rigorous curriculum
5. Rigorous writing curriculum in the AVID elective class
6. Inquiry in the AVID elective class
7. Collaboration in the AVID elective class
8. Sufficient number of tutors trained in the tutorial strategies
9. Monitoring of progress; completion of Data Collection System
10. Identification of resources
11. Site team participation to allow all students access to a rigorous college preparatory curriculum

*Open Access Policy For AP/Honors Classes*

*ELA State Content Standards*

*Photos Of Collaborative Activities And Tutorials*

*Thinking Maps*

*Student Essay Samples*

*Community Service Hours*

## ***Evidence □ Notes***

*Student Portfolio,  
AVID Senior Data,  
AVID Letter To  
Teachers.*

All AVID students are required to complete 40 hours per year of community service. Tutorials in AVID provide a tool to allow AVID students to be successful in rigorous courses, including AP and Honors courses. AVID supports all core subjects with teacher collaboration, as well as tutorials in language arts, science, social studies, math, and foreign language.

*Field Trips, Guest  
Speakers, Excuse  
Lists, Completed  
Scholarships,  
Applications,  
FAFSA.*

The AVID program articulates with local colleges and universities. AVID students attend four college field trips a year. We also incorporate into the curriculum guest speakers from FIDM and CSU Fullerton and work very closely with the Higher Education Center on campus to ensure access and information on financial aid, scholarships, and the college application process.

### *Home Economics*

*Master Schedule  
Seating Charts,  
Lesson Plans*

All students can enroll in home economics classes regardless of their ability level. Multiple academic levels, including gifted as well as academically challenged students, are placed together in classes. Higher-level students can mentor students with special needs. All students are held to the same standards using differentiation strategies.

*Meeting Agendas  
and Minutes*

Home Economics teachers in the district and county meet monthly to create and develop key assignments, rubrics, and pacing guides. Child Development classes qualify for a-g elective credit as well as college credit. Students follow a rigorous curriculum using the California Career Technical Education (CCTE) model. Foods and nutrition classes receive elective credit and can be taken at a beginning level. Students then can move to an advanced level for up to two years.

*CCTE Standards,  
Rubrics, Key  
Assignment,  
Student Work*

*Learning  
Objectives, Lesson  
Plans, Course-  
Specific  
Vocabulary, Pacing  
Guides*

Home Economics provides students with a variety of opportunities and programs to assist in career development. These classes are designed to teach students critical and creative thinking, cooperative grouping and leadership, logical reasoning, problem-solving skills, and management strategies that assist in achieving satisfaction and balance in work, personal, and family life.

Home Economics classes are designed to support core subjects. Students are able to make connections with other subject areas by practicing important skills such as math, reading, following directions, writing term papers, using technology for projects, and experimenting with concepts taught in science.

***Evidence □ Notes***

*NJROTC*

Navy Junior Reserve Officer Training Corps Program (NJROTC) is a leadership training program available to all students at Saddleback High School. Special Education students are included in the program. They are issued uniforms and take part in the mainstream Naval Science classes at least two days a week. The program's mission is to instill in students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

The program provides a four-year academic curriculum of instruction in leadership that is sponsored by the US Navy. The NJROTC program also serves to enhance the school's core curriculum and engage students in a wide variety of subjects including Naval operations/organization, citizenship, Naval history, navigation, leadership, nautical astronomy, electronics, oceanography, military drills, commands, and ceremonies.

Daily instruction includes student participation with students reading aloud. Students write and present oral reports to improve language arts skills. Instructors regularly assign and assess the writing and reading products of cadets.

Successful completion of these courses requires students to utilize their academic skills, including geometry, trigonometry, writing, reading, speaking, critical thinking, and the physical sciences. Other covered topics include study skills, personal financial training, and job skills instruction.

Teamwork and leadership skills are emphasized through the use of a cadet-led organization in which students compete as a team in close order drill, exhibition drill, physical fitness, and academic skills. Teams compete against other schools. The cadets perform ceremonies for the public, often joining various Saddleback performing arts groups. Students have the opportunity to participate in many field trips and competitive meets outside the school area, including weeklong programs such as the Leadership Academy, STEM Academy, and the Sailing Academy.

The Naval Science Curriculum is developed and provided by the Naval Education and Training Command. The curriculum is continuously reviewed and updated. The Saddleback NJROTC program is fully staffed with the minimum requirement of two instructors. The NJROTC teachers are retired Navy personnel. The Senior Naval Science Instructor is a retired Navy Captain, (O-6), and the Naval Science Instructor is Retired Chief Petty Officer, (E-7). Both are certified by the Navy to teach the Naval Science Curriculum and hold California teaching credentials.

*Navy Provided  
And Approved  
Curriculum*

*Navy Regulations*

*Naval Education  
And Training  
Instruction  
(CNETINST,  
1533.9 Series).*

*NJROTC Website:  
njrotc.navy.mil.*

*Learning  
Objectives*

*Student Work*

*NJROTC websites  
NJROTC Annual  
Area 11  
competitions  
schedule.*

*Certifications  
(Completion of  
Training and  
Certification  
Letter from the  
US Navy)*



**Evidence □ Notes**

*Physical Education*

*Fitness Gram results*

*California Physical Education Standards*

*Thinking Maps*

*Modified Mondays*

*Department meeting minutes*

The purpose of the Physical Education Department at Saddleback is to develop the physical, cognitive, and social-emotional skills necessary for students to be physically active for a lifetime. The standards-based curriculum includes a wide range of activities that promote socialization, encourage participation, and teach students to be responsible for their lifetime fitness goals. The instructional design focuses on individual progress with differentiated learning experiences.

In settings with individualized and cooperative learning opportunities, students participate in relevant physical activity, including team and individual sports, physical fitness, and dance. The department focuses on student safety, full inclusion, and equal opportunities. All students are required to enroll in two years of PE. Students enrolled in athletics, marching band, NJROTC drill, Cheer, and Dance Production receive full Physical Education credit.

The physical education program balances and contributes to students' academic learning. It also expresses the conviction that educators, working together with students, the family, and the community, can successfully guide students to discover their talents interests and to develop the knowledge and skills needed to use those talents in achieving personal health and fitness goals.

**B2.**

**All students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic personal and school-to-career goals.**

**Evidence □ Notes**

**Access to the School Program**

*Master Schedule*

*Placement Guidelines*

*CST Scores*

*District Graduation Requirements*

Grade 9 and 10 English students who scored Basic on the California Standards Test (CST) in English Language Arts and earned D or F in the previous year's English class are placed in a Strategic English class with a second period of support. Similarly, students taking Algebra I or Geometry who scored 279 or below on the previous year's CST in Mathematics are placed in a second period of Math support linked to their core Math class. English Learners, who score below Intermediate on the CELDT, are placed in sheltered or SDAIE courses. These courses follow the same district pacing guides and state standards as benchmark classes and have been approved as meeting a-g requirements. The a-g requirements are incorporated into the SAUSD graduation requirements. Saddleback High School offers a variety of a-g approved courses. Saddleback also offers a variety of elective courses to help meet the graduation requirement.

***Evidence □ Notes***

Saddleback offers Honors courses in the four core subject areas as well as Advanced Placement (AP) classes in certain subjects. Students who score Proficient and/or Advanced on the CSTs are placed in Honors programs. Teachers recruit students to enroll in Advanced Placement courses. Those students, as well as any students who wish to enroll in Advanced Placement courses, attend a mandatory parent and student meeting in which the AP requirements are explained. Students and parents then sign a contract to be placed in AP courses.

*AP Contracts*

*Master Schedule*

English Learners who have been in the United States for less than two years are placed in Intensive Intervention English classes, which provide a second period of support class. Special Education students are placed either in mainstream classes and are monitored by their case carriers, or they are placed in self-contained Special Education classes based on the IEP team's recommendations. Grade 11 and 12 students who have failed to pass one or both sections of the CAHSEE are placed in English CAHSEE Preparation and/or Math CAHSEE Preparation classes during the school day.

*Special Education  
Student Schedules*

*IEPs*

**Personal Learning Plans & Career Exploration**

Saddleback has instituted various programs such as AVID, *Puente*, GATE, and ROP. The Higher Education Center Coordinator and guidance counselors make college and career readiness presentations during the school day through grade-level ASAP classes. The Higher Education Center Coordinator meets with all students during their senior year each fall to determine their eligibility to the California State Universities and University of California schools as well as to help students prepare and plan for their applications to CSU, UC, or community college. According to a survey of graduating seniors from the class of 2011, 72 were admitted to a University of California campus, 71 students were admitted to a California State University, 35 students received admissions to private or out of state universities, and 242 seniors planned on attending a community college in the fall of 2011.

*Master schedule,  
counselor contact  
log, Higher  
Education Center  
Coordinator  
schedule,  
program  
verification  
schedule,  
transcripts,  
Higher Education  
Center highlights*

This year, all students participated in a College and Career Readiness Day in which freshmen took the ACT Explore assessment, sophomore and juniors took the PSAT assessment, and seniors took the ASVAB or participated in a computer based career exploration lesson. The results of the various assessments were presented to students on how to utilize the results to prepare for college admissions assessments.

*College and  
Career Readiness  
Day information  
postcard, Results  
of ACT, Explore,  
PSAT, & ASVAB*

## ***Evidence □ Notes***

*College Corner posters, Senior Push agenda, Junior Push agenda Counselor presentations*

Every classroom has a College Corner which provides students with information about different colleges, testing dates for ACT and SAT, deadlines for applications to various schools, scholarship information, and websites that have career exploration tools. Two days are set aside for Senior and Junior Push, in which college representatives present important information regarding eligibility requirements and financial aid. Seniors planning to attend Santa Ana College receive assistance from a SAC representative with filling out their applications. Seniors take an annual field trip to SAC to register for fall semester courses. Special Education seniors participate in a senior transitional day at SAC to learn about the resources available to community college students.

*Parent Meetings agendas and minutes*

The counseling team holds parent meetings for families of freshmen and sophomore students to help them create a four-year learning plan. The information presented includes the graduation requirements, a-g requirements, CSU and UC eligibility criteria as well as how to read their student's progress reports and transcripts. They also hold a separate meeting for sophomores and their parents to discuss the CAHSEE and invite students who scored Below Basic and Far Below Basic on the previous year's CSTs to a CAHSEE Academy held during Saturdays six-weeks prior to the March administration of CAHSEE.

### **Assistance and Monitoring of Personal Learning Plans**

*Graduation flowchart, counselor contact log, ASAP rosters, counselor presentations Summer and spring registration forms, course placement guidelines, IEPs*

Counselors utilize SAUSD's Graduation Flowchart to help students create and monitor their progress towards completing graduation requirements. Students' progress towards meeting graduation requirements is monitored annually during spring registration for the following school year. Guidance counselors have a caseload divided alphabetically by last name with three counselors also monitoring students participating in special programs (AVID, *Puente*, and Special Education). This allows counselors to monitor students' progress throughout their four years of high school. Students were placed in grade level ASAP classes by counselor to increase the opportunities for each counselor to interact with students in his/her caseload. Counselors meet with juniors and seniors during ASAP classes to discuss college eligibility, higher education options, their individual Graduation Flowcharts, determine credit deficiencies, and discuss a plan for credit recovery whenever necessary. Counselors meet with students and parents throughout the school year based on need and parent and/or student request to discuss progress towards graduation, plans for college and/or career, and for credit recovery.

*Evidence □ Notes*

Modifications to a student's course request is made in the spring and summer prior to each school year. A suggested placement guideline was created for each core area to ensure students are placed in the appropriate courses. Once STAR results are released, the Learning Director, ELD Coordinator, Math TOSA, and counselors review every student's placement in core classes and make changes based on results of standardized assessments as well as grades from summer school. Counselors meet with students who are credit deficient and recommend them for various credit recovery options. The Special Education counselor monitors the progress of every Special Education student and meets with the IEP team to discuss the Flowchart, course placement, and possible credit recovery options based on each student's needs.

*Placement  
Guidelines*

**B3.**

**Upon completion of the high school program, students will be able to meet all the requirements of graduation.**

*Evidence □ Notes*

**Graduation Requirements**

To earn a Santa Ana Unified School District high school diploma, students must pass the California High School Exit Exam (CAHSEE) and earn 220 credits.

- Four Years of English
- One year of World History, one year of US history, one semester of US Government, one semester of Economics
- One year of Algebra I, one year of Geometry, and a third year of math
- One year of a physical science and one year of a life science
- Two years of a Foreign Language
- Two years of physical education
- One year of VAPA
- Fifty elective credits

*Graduation  
flowchart,  
counselor  
presentations*

Counselors meet with parents and students during registration as well as through individual meetings, a Ninth Grade Orientation Parent Meetings, a Tenth Grade Parent Meeting, and counseling presentations through ASAP. Counselors provide parents and students with a copy of a Graduation Flowchart with the student's information at every possible opportunity.

## *Evidence □ Notes*

### **Meeting Graduation Requirements**

*CDE graduation and dropout data*

At the end of each school year and during the subsequent summer, counselors review student transcripts for their caseloads to verify that students have earned the expected credits. Upon entering, sophomores should have earned 60 credits, juniors should have earned 120 credits, and seniors should have earned 180 credits.

Saddleback offers a variety of academic courses and opportunities for students who are deficient in any graduation requirement or who are deemed at-risk of not meeting the graduation requirements.

### **Academic Support Programs**

*AVID*

*AVID curriculum, AVID certification documentation*

AVID targets students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. The program incorporates tutorials from college students, Method Test Preparation, AVID curriculum, College and Career exploration, and Cornell Notes. Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

*Puente*

*Puente rosters, Puente curriculum guide*

The mission of the *Puente* Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations. The *Puente* core curriculum is a program that creates a cohort with the same students remaining together as ninth, tenth, and eleventh graders. *Puente* students have the same counselor for the duration of their high school enrollment.

*CAHSEE Preparation Courses*

*English and Math CAHSEE curriculum guides, CAHSEE Success Plan*

Juniors and seniors who do not pass the CAHSEE are placed into courses during the school day to help prepare them for the next administration of the test. The ELD Coordinator and Math TOSA provide students their scores from the previous administration and focus on the weakest skills for each student so teachers can hone in on the specific skills needed to pass the exam.

*English Support Classes*

English Learners who have been in the country for less than two years or struggling readers who are reading more than two years below grade level are placed in Intensive Intervention English classes with a second period of support. These classes are geared to help increase students' reading levels and thus make it possible for them to independently access the core curriculum with some support.

*Intensive Intervention pacing guides*

*Strategic Holt pacing guides*

Grade 9 and 10 students who score Basic (within two years of grade level) on the previous year's English Language Arts CST are placed in a Strategic Holt class with a second period of support.

*Math Support Classes*

Grade 9 and 10 students in Algebra I or Geometry who scored 279 or below on the previous year's Math CST are placed in a content specific Math class (i.e. Algebra or Geometry) that also has a second period of support which provides more opportunities for content reinforcement, hands-on discovery, and alternative methods of instruction so that students who are at risk of failing these classes receive a more rigorous curriculum than they would in a single period Math class.

*Algebra & geometry pacing guides*

*Credit Recovery*

Students who have failed a semester of a required class have the opportunity to attend credit recovery classes offered either during summer school or during the school year. During the 2011-2012 school year, Saddleback High School will offer over 20 classes during five sessions of credit recovery from December through May.

*Summer school rosters, credit recovery schedule*

*Independent Study Program*

The Independent Study Program (ISP) services students who have difficulty thriving in a regular school environment. These students are able to work at their own pace while still meeting with a certificated teacher twice a week to review work and receive new assignments. Through ISP, students are able to focus on completing the coursework for one class at a time.

*Independent study memo, independent study referral database*

*Graduate Success Program*

Seniors who are credit deficient may be referred to participate in the Graduate Success Program (GSP) which is a program held in partnership with Santa Ana College. GSP provides seniors with credit recovery opportunities to assist them in completing core subjects required for graduation once they have failed a course during the regular school year.

*GSP referrals*

## **Evidence □ Notes**

### *Saturday CAHSEE Academy*

*Saturday CAHSEE Academy lesson plans, parent meeting agenda, counselor presentations*

All students in grade 10 are encouraged to attend the Saturday CAHSEE Academy from January to March. Counselors, administrators, and support staff present grade 9 Mock CAHSEE results to grade 10 students. Presentations assist students in understanding the academic concepts that they will need to pass the CAHSEE. This Academy focuses on key CAHSEE concepts and test-taking strategies prior to March 2012 administration. Students in grade 11 and 12 who did not pass the March CAHSEE administration will attend a similar Academy before the November administration.

### **Real World Application**

*Syllabi for elective courses*

Saddleback incorporates courses and activities that provide students with real world applications of their educational interests. Teachers design lessons and activities which allow students to apply the concepts they learn in their standards based classrooms through projects and labs. Some classes, such as electives and ROP classes provide students with more opportunities to explore their educational interests. Saddleback offers 22 different non-remediation elective courses in which students can enroll.

### *ROP*

*Syllabi for ROP courses*

The Regional Occupational Program (ROP) provides exemplary career technical and workforce preparation that contribute to student academic and career success and to the economic development of the community. ROP offers ten a-g approved courses and several CTE courses. Currently, ROP has an enrollment of at least 350 students in these courses. Besides the Certificate of Competencies students receive upon successfully completing an ROP course, industry certification is included with some courses. ROP has articulation agreements with several higher education institutions in the local area which affords students the opportunity to earn college credit. Scholarships also are available to students who have completed a course through the program.

### *Workability for Special Education*

*Workability reports*

The Workability program is a training program for Special Education students. It is designed to help those students transition successfully from school to work. Special Education students have the opportunity to work in a real world setting with the support of a program specialist who serves as a liaison between the school and the job site. Some students who exit the workability program become direct hires with the employer.

**Areas of Strengths**

1. Student needs inform course offerings and targeted intervention programs.
2. The Master schedule has been expanded to incorporate support and intervention courses to ensure greater success for all students.
3. Academic Tutoring and other targeted interventions have been scheduled during the school day to ensure equal access to extended learning opportunities.

**Prioritized Areas for Growth**

1. Develop common assessments for all core courses to align and inform instruction.
2. Evaluate the effectiveness of support programs to meet the needs of all students and modify these programs as needed.



## WASC 2011-2012

### Chapter 4 Self-Study Findings

## Focus Group C: Instruction

#### *Focus Group Leaders:*

*Juan Carlos Contreras (Foreign Language), Jesus Rios (Foreign Language)*

Ana Quezada (Math)	Dorothie Bair (Special Education)	Marijose Lopezrevoredo (Site Clerk)
Barbara Peimbert (Math)	Elizabeth Moreno (ELA)	Mike Brady (Social Science)
Carlos Amezcua (SSP)	Esther Cortez (SSP)	Nancy Villarreal (Counselor)
Carol Bandy (Math)	Jill Callanan (ELA)	Pilar Mazzone (Instr. Asst.)
Cesar Garza (Athletic Trainer)	Karla Contreras (Administration)	Rob Thompson (ELA)
Cheryl Whittington (Electives)	Kelly Sandrock (Science)	Ronnie Rios (DSO)
Chhotteka Khiev (Computer Tech)	Khammy Phaphonampheng (Instr. Asst.)	Stephanie Peck (Special Education)
Crystal Beltran (Instr. Asst.)	Kit Houseman (Foreign Language)	Steve Plumley (Social Science)
Deborah Crough (Science)		



## Chapter Four: Focus Group C

### Saddleback High School Focus on Instruction

One of the main goals at Saddleback High School is to develop a cohesive and consistent learning environment across all disciplines to facilitate academic proficiency for all students. Since the last WASC visit, there have been substantial instructional changes at SHS. These changes have improved student achievement and given all departments opportunities to develop common understandings regarding effective instruction. Consistent implementation of Learning Objectives, the use of *Expected Schoolwide Learning Results* (ESLRs), and course alignment with state and national standards are providing teachers from all content areas with researched based tools to prepare and deliver engaging lessons. Walkthroughs conducted by the staff and school administration confirm not only a successful implementation of Learning Objectives, ESLRs, and standards in the classroom, but also an effective use of new instructional practices. These include the use of Learning Objectives, Thinking Maps, and Sheltered Instruction strategies.

To facilitate student learning through extended learning time, a schoolwide hybrid model, incorporating Academic Scholars Achievement Program (ASAP) and Academic Tutoring (AT), was built into the school day to strengthen academic skills and ensure greater success for all students. Through a two-week rotational schedule students are able to receive additional support in all of their classes through strategies such as:

- Assistance with understanding classwork or homework
- Assistance with completing a task or starting an assignment
- Chunking information from content reading
- Reteaching/scaffolding of concepts or ideas
- Small group instruction/AVID Tutoring Model
- Academic vocabulary specific to lessons
- Editing student writing
- Test Correction
- Test Preparation
- Enrichment Activities

Collaboration among highly qualified staff is becoming an instructional pillar at SHS. Teachers at Saddleback High School meet regularly to analyze data, discuss new instructional strategies and develop research based common assessments. Collaboration is also built into the instructional program to determine the best practices that assist in differentiating instruction for our significant subgroups, particularly our English Learners, Special Education, and GATE students.

Parents are also involved in this collaborative process. While students engage themselves in classroom activities, parents are vital in providing the appropriate support by encouraging their students to ask questions and participate in school events. Parents also offer feedback to facilitate positive outcomes in the classroom.

## C1.

To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.

### *Evidence □ Notes*

#### **English Language Arts**

*Walkthroughs  
Formal teacher  
observations*

The English Department has been actively involved in the schoolwide effort to focus on student engagement, implementing strategies such as Learning Objectives, Thinking Maps, checking for understanding, and Sheltered Instruction. Data collected during classroom walkthroughs and examination of student work provided English teachers with evidence of the degree of student engagement.

*Student portfolio  
collections*

*Bulletin boards*

*Thinking Maps*

Formal administrative and Instructional Leadership Team (ILT) walkthroughs have been a very effective way to monitor implementation of strategies throughout the school. The ILT has observed classroom implementation of Learning Objectives, Thinking Maps, and other specific strategies. These walkthrough observations have been shared with the entire staff, promoting discussion and sharing of successful strategies. These walkthroughs have progressed to department-specific observations in which each department selected several Sheltered Instruction strategies to address from *Planning Instruction for All Students*. Then, the data were tallied and reported back through the department. The English Department focused on written responses to the Learning Objectives and use of visuals (realia, picture, PowerPoint presentations, video clips) for clarification.

*Checking for  
Understanding*

Engagement of all students is achieved through many specific strategies. Teachers have chosen among several student response strategies, such as 10-2 (ten minutes of teacher lecture with two minutes of student response through such methods as pair-share or written summary), popsicle stick drawing (students' names on individual sticks which the teacher draws at random), seating chart checks (to ensure that all students are being called upon), and/or popcorn reading (in which each responding student calls on the next student to read).

The English teachers have concentrated on a variety of checking for understanding strategies. We have evolved from the thumbs up/thumbs down responses to pair-share and exit questions (in which every student has to hand in a sentence summary of understanding as they exit the classroom). The implementation of Thinking Map activities promotes student engagement by organizing thoughts and scaffolding answers for analytical or critical thinking questions.

In each English class at least one essay per six-week grading period is included in each student's portfolio collection folder. These usually include scaffolding activities, such as Thinking Maps and rough drafts along with the final product. These portfolio collection folders accent the alignment between the assignment and the ESLRs and the state standards. A caption sheet is included which requires students to list the assignment, the ESLR, the standard, and a reflection of their achievements.

Learning Objectives focus attention on student engagement in each classroom. On a daily basis, most teachers have a posted Learning Objective in a prominent, designated place in the room. Updated ESLR posters are evident in every classroom and ESLRs are included on student work in their portfolios. The current Holt adoption includes the standards addressed in each lesson.

Teachers introduce new concepts by defining academic vocabulary and accessing relevant prior knowledge or experiences while working with whole class or in collaborative groups. This is designed to lead the student to understand what they need to accomplish. Exemplary samples are utilized by teachers to model a completed project or written assignment. The site-published Senior Exit Portfolio Handbook provides models of completed portfolios. English teachers of all grade levels use the caption sheet included in the handbook and encourage their colleagues in other departments to do the same.

Differentiation of instruction is assured through staff development of the Holt ancillaries, a second instructional period for students in English 9 Strategic and English 10 Strategic classes, group work, and the Academic Tutoring (AT) period that was implemented this year. After each benchmark result, English teachers have a release day to perform an item analysis of the data; teachers then plan for reteaching of concepts and share some 'best practices' on each of the different ELA content levels. Special Education English teachers, who are included in our English Department meetings and staff development days, incorporate IEP requirements and contribute ideas and clarifications of some of the differentiation strategies.

The ancillaries in all four courses have well-defined activities that approach concepts from different angles and on different levels, some with the Spanish speaker particularly in mind. Initially, all teachers were given 40 hours of training in Holt, and then each year new teachers were given additional training, especially Strategic teachers. Each year (up to 2010 – 2011), English teachers with a Strategic class assignment attended staff development to ensure that the additional instructional period was used for strategic intervention and differentiated instruction, not simply more time.

## ***Evidence □ Notes***

*Portfolio Collections and Folder*

*Learning Objectives*

*ESLRs Poster*

*Holt adoption*

*Bulletin boards/ classroom posters*

*Senior Exit Portfolio Handbook*

*Agendas Of English Department Release Days, Sign-Ins For Staff Development Both On Site And At District*

*Holt Teacher Supplements*

*Staff Development*

## ***Evidence □ Notes***

<i>Seating Charts</i>	Teachers use their class data to form small learning groups to help facilitate student learning. Sometimes the groups have the same assignment, and
<i>Cooperative Groups</i>	sometimes groups have differentiated assignments centered on the same concept.
<i>Assessment results and distribution</i>	The English Department is the conduit for much of the information that students need in order to matriculate. English teachers either present or are in attendance for presentations dealing with scheduling, CAHSEE, CST, and CELDT, among other things. We answer student questions and provide clarification as to what represents proficiency in the standardized tests.
<i>Collection folders and Senior Portfolio</i>	Essays written for English classes demonstrate writing and thinking skills. These assignments also evoke awareness about students' own achievement. Since many of the essays are included in the portfolio collection folder, the students have several opportunities to reflect on their own perceptions. Many English teachers have the students monitor their scores (CST, benchmarks, etc.) inside their portfolios with colored charts showing their progress. The Senior Exit Interviews help teachers understand student perceptions of their high school experience.
<i>Senior Exit Interviews</i>	
<i>Learning Objectives</i>	In the classroom, perceptions are shaped by Learning Objectives, ESLRs, and standards, which are embedded in the instruction. Checking for understanding exercises such as exit questions, provide students an opportunity to take responsibility for their own learning.
<i>Data Director</i>	
<i>The Roadrunner newspaper</i>	Students are also able to express their perceptions through the school newspaper articles and interviews and through the yearbook. Arcade magazine written annually by the journalism class presents student perceptions on both school and overall culture.
<i>Arcade magazine</i>	

## **Foreign Language**

<i>Foreign Language Standards</i>	Observation of classrooms has established that all students are actively involved in achieving the standards and ESLRs. Strong student engagement was prominently displayed through a variety of student work. The focus on reading and writing fluency was apparent in displays of poetry projects, Thinking Maps, essays, research projects, and literary analysis. Student portfolios were available for quick access that included weekly reading and writing assignments as well as semester projects. Students with special needs are given additional support, encouragement, and accommodations in order for them to complete assignments, such as allowing more time for responses, assignments, and testing.
<i>ESLRs</i>	
<i>Course Curriculum</i>	
<i>Writing Portfolios</i>	
<i>Thinking Maps</i>	

Teachers modify directions by repeating or rephrasing, presenting text, books, and tests in audio form, which allows Special Education students to be successful in general education classrooms. Teachers pair auditory with visual clues to teach new vocabulary and build on prior knowledge. Students are also grouped with general education peers and given additional support with after school tutoring. Special Education students are placed in smaller mainstream classes with an instructional assistant and modified materials and assessments.

*IEP's  
Placement  
Guidelines*

Acknowledgement of our students' diverse language and cultural backgrounds is embedded in the foreign language standards as well as in the curriculum. This can be evidenced in the classroom through a variety of culturally-driven multimedia projects which utilize language and visual and performing arts.

*Student Projects*

In the Foreign Language Department students are informed of the standards and expected performance levels from the first day of school and on a daily basis. Learning Objectives, ESLRs, and standards are posted daily. Students are asked to record the Learning Objective and proving behavior in a daily journal before the day's lesson is delivered.

*Course Syllabi  
Learning  
Objective  
Checking for  
Understanding*

Student understanding of the standards and ESLRs is evident in the individual interviews, regular progress reports, and daily checking for understanding. When students understand the purpose of the instructional program, it creates an intrinsic motivation to strive toward their highest academic achievement.

*Journals and  
Progress Reports*

The nature of the Foreign Language classroom requires the sheltered strategies that appeal to the different learning styles of the students (visual, kinesthetic, oral, auditory as well as inter/intra personal). The Foreign Language Department differentiates instruction according to student ability. Instruction is modified for students with special needs following their IEP suggested modification and/or accommodations. Student seating and cooperative groups are used to meet the needs of all students by placing them according to their language level proficiency. Foreign Language teachers access data from Data Director to identify English language proficiency through CST, CELDT, and District Writing Assessments. In addition, demographic information, which includes students' parents' education levels, socioeconomic status, and number of years enrolled in English language programs assist foreign language teachers in selecting appropriate teaching strategies.

*IEP's Modifying  
assessments  
Data Director  
Seating Charts  
Modified Course  
Materials  
Sheltered/SDAIE  
Methodology*

## **Evidence □ Notes**

### **Mathematics**

<i>Checking for Understanding Techniques</i>	Students in Math classes participate in course discussions and ask clarifying questions as needed. Students demonstrate their understanding of concepts by completing problems on white boards, competing in contests/games, and using Quizdom Responders and/or other technological resources. Pair-share or small-group activities are common practices utilized by the Math staff to encourage active engagement and greater comprehension.
<i>Quizdom Responders</i>	
<i>SWRL Activities</i>	The use of Thinking Maps also has become an accepted department-wide practice to deepen understanding, organize information, compare concepts, and promote self-directed learning. This year, the Math department has begun to incorporate <i>Speaking-Reading-Writing-Listening</i> (SWRL) activities to help English Learners succeed. The degree of student involvement is monitored through the use of quick-quizzes, quick-writes, tickets out the door problems, and warm-up exercises.
<i>Thinking Maps</i>	
<i>Learning Objectives</i>	The Math staff posts the Learning Objective for the day's lesson in the classroom daily. The students copy the Learning Objective in their class notes and teachers begin and end each lesson relating the day's activity to that objective.
<i>Administrative Walk-Through</i>	Each teacher follows a common course timeline per subject. This timeline is distributed to students to announce up-coming chapter tests and to provide a general pacing guide should students be absent. Students also receive course syllabi to ensure that parents and students are aware of student expectations, grading policies, and tutoring availability. This information also shared at formal parent meetings such as Back-to-School Night and Math Parent Night. Some teachers also post online tutorial links on their websites for students requiring extra help. Even with support classes, students are expected to study independently to reinforce skills and heighten their probability of success.
<i>Data Department Course Timelines</i>	
<i>Sample Course Syllabi</i>	
<i>Math Parent Night</i>	
<i>Weekly Planners</i>	The Math staff utilizes summative assessment data (i.e., CST, Benchmark, CELDT levels, and chapter tests) to establish seating charts and cooperative learning groups to promote peer-tutoring discussions. Students often are engaged in the use of white board activities, hands-on labs, and pair-share problem-solving to remediate gaps in content acquisition and academic vocabulary. The Math staff collaborates in weekly planning meetings, department meetings, and full-day release sessions to share best practices and resources. Teachers also are supported by the Math TOSA, who models and shares innovative strategies to meet the diverse needs of all students.
<i>Collaboration Logs</i>	
<i>Release Day Minutes</i>	
<i>Math TOSA Log</i>	

## ***Evidence □ Notes***

During Academic Tutoring, students engage in individualized instruction based on their specific needs. GEAR UP Tutors, assigned to assist freshmen classes, reduce the student-teacher ratio so that teachers may work with the students who are the most in need. All Special Education students are given differentiated instruction based on their ability level in compliance with their IEP.

*GEAR UP Tutor  
Schedule  
IEP's*

The ESLRs reflect the sentiment of a college going culture, which sets the tone for student achievement and schoolwide initiatives. The Math staff assesses the students' levels of understanding of these performance expectations via in-class surveys, journals, quickwrites, individual conferences, and informal discussions.

*ESLRs  
Sample Surveys  
And Journal  
Writings*

Both teachers and students gain insight through Senior Exit Interviews, in which seniors state their future plans, reflect on their educational experience at Saddleback, and present a portfolio of selected works and accolades.

*Senior Exit  
Interview surveys*

### **Physical Education**

The Saddleback Physical Education Department strives to meet the needs of the general student population including our English Learners and Special Education students. This is accomplished through both academic standards and ESLRs. Students are instructed on rules and safety issues of all activities in both verbal and written methods. The use of whiteboards to inform students of Learning Objectives was implemented this year in our PE classes. Teachers check for understanding via verbal and visual cues as well as written and objective tests.

*Data Director  
reports  
Thinking Maps  
Competitions*

The Physical Education Department focuses on several student expectations. In guiding students to become *Life-Long Learners*, teachers encourage students to develop a healthy lifestyle for a lifetime of fitness. In preparing students to be *Responsible Citizens*, students must dress in required uniform, turn in homework when assigned, be on time, and respect others. Finally, students are *Quality Producers* as they demonstrate competence in physical activities.

*State Physical  
Fitness Test*

When Physical Education students do not meet the standards, expectations, or ESLRs, one or more of the following interventions is appropriate: reteaching or modification of the skill is taught, one on one instruction, peer tutoring, and parent contact when necessary.



## ***Evidence □ Notes***

### **Science**

*Administrative  
and department  
walkthroughs*

*Course curricula*

*Checking for  
understanding*

As science teachers assessed student engagement within the department, it became apparent that the innate design of our curriculum, which includes the incorporation of many effective laboratories (including the Earth science curriculum), allows for many opportunities for one-on-one instruction with the student. Science teachers consistently use multiple modalities to provide optimal results for all students. Examples include visual presentations through technology, many tactile demonstrations, projects and models, kinesthetic role-playing, and partner sharing in class, all while checking for understanding.

*CA State  
Standards and  
College Board  
Guidelines*

*District Pacing  
Guides*

*Learning  
Objectives*

*Curricula and  
Rubrics*

Campus culture dictates that every student be aware of their classroom's Learning Objective. The campus has placed much emphasis on this practice of posting Learning Objectives. Therefore, expectations of the student are completely transparent, which allows for less confusion and better self-guidance and direction. Students receive copies of the state standards, along with the distribution of the course syllabi with noted benchmark testing dates. Typically, rubrics are utilized for cross-curricular writing projects, especially for use by English Learners practicing their non-fiction writing. Also, to help bridge the socioeconomic gap and ensure that all students have access to a free and clear education, the Science Department recently purchased calculators for in-class use, helping to reinforce Math concepts within all science curricula.

*Walkthroughs*

*Department  
Meeting Minutes*

*Student Samples*

*CST scores*

*Data Analysis*

Currently, teachers are being asked to shift their emphasis to English Learners' performance in the classroom. According to data analysis, this subgroup's CST scores have not been making the same gains compared to the whole school population. To reverse this trend, teachers are being asked to review their level of differentiation and checking for understanding within the class, including presenting and assessing material in a variety of formats, such as oral exams, revisiting academic vocabulary, and peer-to-peer teaching, so as to accommodate the different types of learning, thereby allowing students to demonstrate mastery of a subject and/or standard at all levels.

*Student interviews  
and conferences*

Teachers hold class discussions and individual conferences with students, during which time teachers can assess the students' levels of understanding of expectations and reinforce those expectations.

**Social Science**

Administrative walkthrough data have shown that teachers use a variety of strategies to engage students in the learning process. Engagement strategies include the use of projects, essays, Thinking Maps and group problem-solving activities.

*Walkthrough  
Data*

*Sample student  
work*

Teachers post Learning Objectives and proving behaviors each day for every class so that students know the standards/expected performance levels for the day. Connections are made to access prior knowledge by creating Thinking Maps with the class, administer pre-tests, and warm-ups that include review questions that will be incorporated into unit tests. Students follow a syllabus that includes homework and course calendars. Teachers review these periodically with the class. Teachers use rubrics for writing projects and review them prior to assigning a writing task.

*Learning  
Objectives*

*Rubrics*

*Course Calendars*

*Syllabi*

Teachers present material in a variety of formats to accommodate different types of learning. Formats go beyond lecture and discussion to include pair-sharing, reading the textbook, using context clues, viewing PowerPoints and visuals, scaffolding outlines to use in paragraph writing, and participating in group work where students define and apply concepts.

*Home Group  
Responses*

*Student Work On  
Bulletin Boards*

*Thinking Maps*

Teachers use checking for understanding strategies such as exit quizzes, pair-share, and thumbs up/thumbs down. They monitor group work, have students create poster art projects and brochures, assign role-playing activities, and give written assignments. Teachers use the results of these activities to clarify or reteach challenging material when necessary.

*Learning  
Objectives*

To meet the diverse needs of all students, teachers give different types of assessments for students to demonstrate mastery. All Special Education students are given differentiated instruction based on their ability levels according to their IEP. Teachers of Advanced Placement classes give frequent formal writing assignments such as data-based questions and free response question essays.

*IEPs*

Walkthrough results indicate that students are aware of the learning outcomes that are expected of them.

*Walkthrough  
data*

## **Evidence □ Notes**

### **Visual and Performing Arts**

<i>Learning Objectives</i>	Students in Visual and Performing Arts (VAPA) are introduced to an area of study via standards-based instruction. VAPA teachers post Learning Objectives and expected student outcomes.
<i>Student Samples</i>	
<i>Thinking Maps</i>	Additionally, all VAPA teachers are using Thinking Maps and rubrics to clarify student expectations. Both visual and performing arts teachers utilize physical demonstrations, visual aids, verbal presentations and resource texts to present information.
<i>Rubrics</i>	
<i>Section Leader Peer Tutoring</i>	
<i>Cooperative Murals</i>	Student peer teaching is an important element of VAPA instruction. Pair-share is used in the art classroom to compare portfolio work, instrument selection group work in band and round robin in choir. All VAPA teachers have been provided with copies of the Visual and Performing Arts Framework for California Public Schools. The framework is consistently referred to, ensuring standards-based lesson planning.
<i>VAPA Framework</i>	

### *Home Economics*

<i>CFS Standards</i>	The Home Economics Department uses Consumer and Family Studies (CFS) Standards that address a variety of learning styles and ability levels. These standards are closely aligned to English Language Arts Standards. Learning Objectives are posted on a daily basis along with the ESLR poster so that the students are aware of daily expectations. Teachers use different methods to make sure all students are fully engaged. Through the use of teacher demonstrations, cooperative groups, and mixed ability levels teachers help English Learner and Special Education students obtain the same level of success that regular education students achieve. The students participate in read along, take notes and work together to produce an end product in the foods classes. Students in child development classes work together in pairs or groups. Round robin, popcorn and Socratic seminars are used as a method to engage students in classroom discussions. Through the use of Thinking Maps and rubrics student expectations are clarified.
<i>Thinking Maps</i>	
<i>Learning Objectives</i>	
<i>ESLRs</i>	
<i>Rubrics</i>	
<i>Cooperative groups</i>	
<i>Journal entries</i>	Perceptions of learning are gathered in a variety of ways. Students in foods classes evaluate products made based on specific criteria. Students are asked to summarize or paraphrase lab instructions. Student journaling, <i>ticket out the door</i> , or learning experience reflections in child development classes help teachers check for specific understanding. Teachers also use Cornell Note taking strategies as a means of checking student perception.
<i>Reflections</i>	
<i>Cornell Notes</i>	
<i>Evaluations</i>	

## C2.

**All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.**

### *Evidence □ Notes*

#### **English Language Arts**

The 25 Modified Monday bell schedules offer regularly scheduled opportunities for staff development and collaboration in faculty and department settings. The department has release days to analyze data and collaborate on the effectiveness of strategies we are implementing.

*Modified Mondays and Department Meeting Agendas and Minutes*

Each school year starts with an analysis and discussion of CST data from the preceding year. These data inform everything from class placement to differentiation of instruction. English teachers analyze CAHSEE, CELDT, and District Writing Assessment (DWA) outcomes. We collaborate in our meetings to share successful practices for improved results.

*Data Director Lesson plans Seating charts*

Teachers use Thinking Maps in order to reach higher levels of analytical and critical thinking. Release days have included training on the district's Ninth Grade Writing Notebook, a collection of step-by-step writing lessons based on the Common Core State Standards. All departments have studied the learning styles of English Learners and strategies for more effective teaching. Individual departments then follow up with content-specific strategies.

*Thinking Maps Presentation Data Director Ninth Grade Writing Notebook*

Teachers play the role of coach during the collaborative grouping of students. Just like a coach, they set the 'plays,' forming cooperative learning groups according to different strategies, such as language or skill levels, and assigning groups either homogeneously or heterogeneously. Teachers coach the class as a whole using a Socratic method or interactive lectures, such as demonstrating how to complete a Thinking Map or perform an activity.

*Walkthroughs Checking for understanding strategies Teacher observations*

In past years we implemented the ASAP period as an opportunity for individual tutoring, career planning, goal setting, and other advisement activities. Teachers were not always able to assist with questions from other disciplines. Last year, with the SIG, we were able to implement after school tutoring in each discipline. Academic Tutoring grew out of ASAP periods from an identified need to offer academic interventions during the day. The Academic Tutoring period allows time for teachers to review or broaden material while investigating the depth of students' understanding of the concepts.

*Collaborative groups Master schedule Academic Tutoring ASAP*

## **Evidence □ Notes**

*Bulletin Boards*  
*Walkthroughs*  
*Teacher Observations*  
*Portfolios*

Examining student work is enlightening to both students and teachers. In the English Department, the writing process is based on ongoing examination of student writing by both students and teachers. Often, essays are scaffolded and parts of the essay are modeled and reviewed with the class. Peer editing is a frequently used strategy after rough drafts. Student reflection is activated through portfolio collections, so the students can track his/her progress from assignment to assignment and from grade level to grade level.

*Library Schedule*

Research papers are assigned at every grade level. With the constant improvements in citing electronic sources, teachers have moved toward using websites that easily help students create accurate bibliographies, such as EBSCO Host, the Citation Machine, and dBibme.com. These sources have been shared in English Department meetings.

*Novels*  
*District Reading Lists*

The English Department also has traditional supplemental resources such as class sets of novels, plays, and texts. Each grade level has at least two or three core reading assignments with class sets available, ranging from over two hundred copies of novels such as *To Kill a Mockingbird* and *Of Mice and Men* to class sets of *The Brief Bedford Reader* for AP English Language and Composition classes.

With the modernization cycle, almost all English teachers have the latest technology, including Smartboards, embedded in their classroom environment, and have implemented new strategies, including video streaming. The teachers have trainings available on several dates so that they can make the most of the new technology.

### **Foreign Language**

*Krashen Principles of Second Language Acquisition*  
*Marzano strategies*

The Foreign Language Department focuses on exposing the students to a variety of cultural experiences beyond the classroom and textbooks. Student assignments frequently include activities that involve cinema critique, analysis, and projects such as community research, literature, and current events.

*Bloom's Taxonomy*  
*Research based Textbooks*  
*TPRS*

The Foreign Language Department utilizes current state- and district-approved textbooks. Teachers in the department use research based techniques such as Thinking Maps, Marzano's instructional strategies, Total Physical Response to teach Spanish (TPRS), and Stephen Krashen's *Principles of Second Language Acquisition*. Foreign Language teachers use Bloom's Taxonomy in Spanish to guide them in developing higher order level skills. Foreign Language teachers collaborate during department meetings to continually develop coordinated programs with proven researched based methodology.

	<i><b>Evidence □ Notes</b></i>
Foreign Language teachers utilize the Academic Tutoring time to function as instructional coaches by working with students individually or in groups. Teachers focus on students' academic needs by providing either enrichment or remediation lessons. These academic needs are identified by formal and informal assessments and are addressed by the teacher during the Academic Tutoring time. Language skills and concepts are taught, retaught, and reviewed. The enrichment is provided with additional insights into the subject matter being taught.	<i>ASAP/Academic Tutoring</i> <i>Learning Objectives</i> <i>Assessments Data</i>
Foreign Language students demonstrate quality work and exemplify the effectiveness of scaffolded instruction. Student projects demonstrate that students have acquired the target language sufficiently by applying basic and advanced skills to create their own products. The department provides opportunities to critique and evaluate and communicate information gathered through projects and classroom activities.	<i>Learning Objectives</i> <i>Lesson Plans</i> <i>Students Work Samples</i>
Teachers in the Foreign Language Department provide opportunities for students to demonstrate their work by the use and application of Bloom's Taxonomy. Our standards-based curriculum provides the opportunities to analyze, critique, and discuss local and national world events, important moments in world history, pertinent politics, and award-winning foreign language literature. Discussion of written assignments and current legislation that affects our student population (DREAM Act, Immigration Reform) is exemplified in students' daily journals. Class debates/discussions and persuasive essays/compositions are also part of the application of the target language.	<i>Literary Analysis</i> <i>Art, Cultural, Multimedia, and Poetry Projects</i> <i>Biographies</i>
Foreign Language students are given the option to type or handwrite if access to the computer lab is limited. They are taken at least once a month to do internet research and/or work on internet research projects. Student work is assessed at the completion of their assigned projects and is later presented to the rest of the class in an individual or group presentation.	<i>Lesson Plans</i> <i>Student Work Samples</i>
Foreign language teachers reserve the library/multimedia room at least once a month to expose students to the resources that are available. Student work is performed with the assistance of the library and media tech available upon request. Teachers have the option to specify the activity prior to visiting the library/multimedia center.	<i>Lesson Plans</i> <i>Library Website</i> <i>Multimedia Projects</i>

## **Evidence □ Notes**

*Field trips*  
*Car show*  
*Clubs*  
*Local cultural events*

The department regularly coordinates and offers several opportunities to visit, learn, and participate in community and world events through the Spanish and Guitar clubs, annual Europe trip, field trips to cultural places, museums, school events such as the talent show, assemblies, the *Cinco de Mayo* festival, and community events such as the annual car show and *Noche de Altares*.

*ESLRs*  
*Learning Objectives*  
*Field trips*  
*Lesson plans*  
*Multimedia projects*

The Foreign Language Department is constantly working to find the best practices to access the need of all students. It strives to always provide the best tools so that its students are exposed to a wide variety of cultural events through the participation of community events, Latin America projects, and school events.

The school is constantly challenged with the acquisition of additional funds that could allow the department to expand its programs and services.

### **Mathematics**

*Human resources*  
*Credential Records*  
*Planning*  
*Instruction for All Students*

Teachers are current in the instructional content taught and research based instructional methodology. The entire Math staff is highly qualified per NCLB and CLAD certified. Teachers new to the profession participate in BTSA training to meet these requirements.

*Learning Objectives*

Through staff development (faculty collaboration, release day, or department meetings), all teachers have received training in proven research based strategies to enhance student learning and meet the needs of all students. *Planning*

*Department meetings*

*Instruction for All Students* incorporates these techniques into a schoolwide focus on Learning Objectives, Thinking Maps, and academic vocabulary strategies. The Math staff also has initiated a department-wide focus to incorporate *Speaking – Writing – Reading – Listening* (SWRL) opportunities to deepen the understanding of content for the English learner.

*Thinking Maps*

*Math TOSA responsibilities*

The Math staff meets in course-alike meetings, either formally or informally, to align instruction, strategies, and resources. The Math Teacher on Special Assignment (TOSA) provides staff support by modeling lessons, sharing techniques, and providing student-centered lessons to enhance instruction.

The Math staff utilizes pair-share or small-group learning strategies to facilitate student understanding, incorporate hands-on discovery activities, and differentiate instruction. During these activities, teachers act as coaches, monitoring student participation and remediating comprehension gaps. Quizdom Responders were purchased for the Math staff to enhance checking for understanding opportunities and engage students in the learning process. These devices enable teachers to move freely about the classroom and to provide instant feedback on student understanding. Teachers utilize the Academic Tutoring period to deepen student understanding within small groups and/or one-on-one instruction.

The Math staff meets both formally and informally in course-alike groups to ensure that instruction strategies are aligned department-wide. Students are shown visual tools (generic rectangles, bucket method, algebra tiles) to access and synthesize complex Math concepts to enhance comprehension.

The Math staff uses Thinking Maps as graphic organizers and to encourage critical thinking extensions (analogies, compare/contrast, classification, and sequence) beyond the core content. Real world applications are utilized to increase student interest and provide a purpose for learning key content standards. Unit summaries are assigned to reinforce and monitor student learning.

The Math staff incorporates the use of small groups to help remediate skills, overcome academic vocabulary hurdles, and foster independent learning. With these groups, teachers act as facilitators of the lesson while students create Thinking Maps and/or group projects, problem-solve a real world or hands-on discovery activity, or tutor each other to reinforce skills. Contests and games are often used to ensure that all students are engaged in the learning process.

All Math teachers have an ELMO and LCD projector to enhance learning for the visual learner. Math teachers utilize Quizdom Responders and other computer tools to check for understanding and engage all students. Teachers utilize graphing calculators and adopted textbook software to visually facilitate instruction and increase student understanding.

The Math TOSA provides online resources for the Math staff (i.e., Purple Math, Futures Video, Kuta-software) and promotes the use of web-based tutorials such as [www.khanacademy.org](http://www.khanacademy.org) and [www.csuMathsuccess.com](http://www.csuMathsuccess.com). In order to assist students in meeting graduation requirements, the Math department is in the process of purchasing technology-based programs such as CSUF Titan High 'credit recovery' classes and Study Island, which includes CAHSEE test prep.

## ***Evidence □ Notes***

*Weekly Planners*

*Learning Objectives*

*Seating Charts*

*Quizdom Responders*

*Academic Tutoring*

*Thinking Maps*

*MOU binder*

*Weekly Planner*

*Lesson Plans*

*Student Sample*

*Weekly Planner*

*Lesson Plans*

*Student Sample*

*Technology Checklist*

*Quizdom Responders*

*Math TOSA files/Emails*

*Purchase orders*

*CISC meeting*



## **Evidence** □ **Notes**

*Department and Teacher Websites*  
*Math Parent Night*

The Math Department utilizes online web resources provided by the textbook publisher and Math TOSA. Teachers post chapter reviews online (individual teacher websites and department website) for additional practice. The Math staff promotes the use of online tutorials to remediate skills and encourage independent learning. Parents are informed of these resources via Back-to-School Night and the Math Parent Night.

*Enrichment Activity Flyers*  
*MESA and Kiwanis Bowl Competitions*

Students are encouraged to participate in activities offered by community partners and local colleges/universities. These include Project Self, Project MISS (CSUF), Saturday Math Academy (UCI), Cal-Tech Summer Camp, and COSMOS. Students represent Saddleback High in the MESA and Kiwanis Bowl competitions, which showcase advanced Math skills and independent research.

*Data Director Staff Development Agendas*

The Math Department analyzes standardized assessment (CST/CAPA/CMA, CAHSEE, and Benchmark exam) data to monitor progress in meeting student performance goals. Disaggregated data reveal that English Learners are not making the same gains as the general population schoolwide, despite the use of innovative strategies.

*Math Collaboration Day Agendas*  
*Math Placement Guidelines*

Math teachers meet in release day meetings to analyze benchmark exam data to inform reteaching, explore strategies to deepen understanding, and enhance awareness of individual student needs. Teachers use these data to build cooperative groups and incorporate other differentiation strategies.

*Math TOSA responsibilities*

To reduce student failure rates, the Math Department currently is piloting two-period strategic and intensive classes. The Math TOSA has supervised the registration process to ensure proper placement of students in Math classes. Placement guidelines need to be further refined to maximize student success.

## **Science**

*California State Standards*  
*Pacing Guides*  
*College Board Guidelines*

Science teachers adhere to the state standards for science and the district-pacing guides. Teachers have attended earth science and biology workshops given by the district, chemistry teachers have attended American Chemical Society seminar, and Advanced Placement teachers have attended College Board workshops in their respective content areas. In addition, all science staff participated in site staff development training on Thinking Maps focusing on our English Learner population subgroup.

**Evidence □ Notes**

Through classroom walkthroughs conducted by the Instructional Leadership Team and course-alike meetings, teachers have had the opportunity to share their best practices for posting Learning Objectives and improving the delivery of instruction. For example, during benchmark analysis meetings, course-alike teachers compare results of weaker performing standards. Then, the teachers discuss how they delivered the initial instruction. Finally, they plan as a group how to adjust their delivery of the curriculum for reteaching for CSTs.

*Walkthroughs*  
*Learning Objectives*  
*BTSA binders*  
*Department meeting minutes*

Samples of Thinking Maps have been examined by the Science Department. Students are acclimating to the use of these tools and improving their ability to organize their work using this strategy. Science teachers include hands-on activities, including labs and building models, to help engage students and to make connections to real-world examples. Current discoveries in science that are in the news also are incorporated into lessons to increase these connections.

*PowerPoints*  
*Department meeting minutes*  
*Lesson plans*

Science labs emphasize problem-solving techniques. All students are engaged in the laboratory experience with the expectation of increased learning. During lab activities, students work together and assist each other with many aspects of the lab report itself. Lab groups are often organized so that they contain students of differing abilities, giving extra support to English Learners. A large part of the lab conclusion section contains an opportunity for inclusion of real-world examples. In chemistry and physics classes, students are often asked to demonstrate their solution to problems to their peers.

*Thinking Maps*  
*Department meeting minutes*  
*Lesson plans*  
*Sample lab reports*

Students directly use technology in their science classes. Projects include online research and gathering of materials. Students in AP and Honors Biology perform gel electrophoresis. AP Biology students utilize incubators and conduct a genetic recombination experiment. Students in chemistry learn the proper use of a calculator. Honors and AP Chemistry students have access to a Vernier probe and its software. Physics students perform experiments using circuit boards, oscilloscopes, and vacuum pumps.

*Lesson plans*  
*College Board approved syllabi*  
*Lab Reports*

Projects show the use of the internet as a resource. Teachers access internet sites for up-to-date science news and real-world examples for use in the class. Students in AP and honors classes are referred to specific web sites for data gathering, tutorials, and reviews. Students are informed and encouraged to participate in summer programs offered by many universities. The science staff also promotes local events with ecology themes, such as beach or park clean-ups. Students participate in MESA and Kiwanis Bowl competitions which require advanced science skills.

*Flyers*  
*MESA*  
*Kiwanis*

## ***Evidence* □ *Notes***

*Collaboration day agendas*  
*Data Director*

Science teachers have access to CST and benchmark exam results. The department has received and analyzed the data from the first two benchmark exams. The information gathered has been utilized to plan reteaching strategies prior to this year's CST tests. Since English Learners are lagging behind the general population in these assessments, academic vocabulary is being emphasized.

### **Social Science**

*Department Minutes*

Social Science teachers are current in the instructional content taught and research based instructional methodology. All Social Science teachers take the necessary coursework to remain NCLB compliant.

*Modified Mondays schedule and minutes*  
*Release Days*

Modified Monday meetings are held throughout the year for collaboration purposes. Department members devote this time to discussion of pacing guides and walkthrough data. Course-alike meetings are held to discuss benchmarks for World History and US History and to create and revise course finals for World History, US History, Government, and Economics. The department meets after school to create common assessments for World History and US History.

*Staff Development Benchmark Review Release Days*

The Social Science Department has participated in several daylong staff development opportunities to analyze English Learner demographic data and to participate in training on different techniques to use for checking for understanding. After each benchmark test, the department members participate in benchmark test data chats with the Learning Director. Student performance on the questions and answers is analyzed and teachers determine what to reteach and what to emphasize for the next benchmark test.

*AP Workshop Agendas*

Advanced Placement teachers attend a one-day workshop to discuss course outlines and new themes emphasized on the AP tests. Teachers attend summer institutes sponsored by the College Board in which teachers receive intensive training on how to improve skills needed for students to pass the nationwide tests offered in May.

*Department meeting agendas*  
*Student Samples Of Thinking Maps*

Currently Social Science teachers are participating in examining student work with their colleagues at department meetings. Each teacher takes a turn explaining a standards-based lesson and shows samples of high, medium and low level Thinking Maps as well as paragraphs and essays. The other teachers ask clarifying questions and offer suggestions for extending the lesson or connecting the lesson to another Social Science concept. Then, the teachers discuss the rubric used and how that might be used for other assignments.

District department chair meetings are held to discuss issues regarding the instructional content taught and research based instructional methodology. Department chairs determine the need for benchmarks for World History and US History courses. Additional curriculum meetings have been held over the past two years to create pacing guides, course syllabi, and benchmarks for the high schools to use. Government, Psychology, and Economics classes have no district pacing guides, course syllabi, or benchmarks at this time.

Social Science teachers work as coaches to facilitate learning for all students. Some teachers assign various responsibilities to their students, which allow students to take leadership roles within the classroom. Formative input helps teachers guide the students through the standards-based curriculum. Teacher as coach strategies utilized in the Social Science Department include: Pair-share, interactive lecture, Socratic seminars, student presentations on oral history interviews, whole group discussions, contests, games, cooperative learning group activities, readers' theater activities, History Alive activities, Thinking Map activities, and guided research activities on the internet.

Samples of student work demonstrate that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and construct knowledge on their own and communicate. Samples include Thinking Maps, data-based question essays, free-response question essays, quickwrites, journal entries, and various research projects. Students have access to the school library and its resources to complete their work. Students show mastery of the standards in culminating projects.

Academic vocabulary is emphasized in World History and US History. Students are quizzed on the vocabulary and they are encouraged to use the words in their essays or as part of an answer in an exit quiz at the end of the class period.

Students design and present PowerPoint slide shows after researching information such as various important events that occurred during a specific decade. In cooperative learning groups, students participate in Jigsaw strategies such as pair-share and expert groups. Students label maps and discuss current events related to a specific area on the map discuss why that event became a media event.

Students participate in debates, Socratic seminars, and role-playing activities. Students also demonstrate their knowledge of Social Science content by creating tree maps (sequencing), double bubble maps (compare and contrast), flow maps (sequencing), and other Thinking Maps.

**Evidence □ Notes**

*Department chair meetings*

*Pacing guides*

*Syllabi*

*Benchmarks*

*Student work displayed on Thinking Maps*

*Classroom walk-through data sheet*

*Bulletin Boards*

*Walkthroughs*

*Portfolios*

*Culminating Projects*

*Thinking Maps*

*Weekly planners and lesson plans*

*MOU binder*

*Student samples*

*Bulletin boards*

*Walkthroughs*

*Teacher observations*

## ***Evidence □ Notes***

*Portfolios* Students use Thinking Maps to produce essays. These essays are shared with other teachers in the department, who offer feedback on the successes and next steps of this instructional strategy. The essays are sent to the English Department for inclusion in the collection folders from which the Senior Exit Portfolios are created. Students write journal entries and quickwrites.

*Student samples displayed on bulletin boards*  
*ESLRs*  
*School and teachers' websites* Social Science Department teachers demonstrate that students use technology to assist them in achieving the academic standards and the ESLRs. Samples include student PowerPoint presentations that incorporate short videos from United Streaming, worksheets filled in with answers that the students researched by using internet links to view primary source documents, student logs annotating their visit to the school website, teacher web pages to review assignments or participate in a blog. All students have access to technology in the Library.

*Weekly planners and lesson plans*  
*Library Schedule*  
*Student samples*  
*Bulletin boards* Teachers take their classes to the library to work on research projects. Samples include creating a spreadsheet on housing prices, a project on nationalism, a project on the negative aspects of human behavior, a children's book project in which the students illustrate and define different concepts from psychology, and student-made PowerPoint projects on the Vietnam War.

*Administrative walkthroughs*  
*Teacher observations*  
*Portfolios*  
*Teachers websites* Samples of student work that show experiences, activities, and resources include student logs annotating their visit to the school website, use of teacher webpages to review assignments, and participation in a blog, copies of emails as a form of communication between teachers and students, on-line discussions, the use of Facebook in psychology classes, and the stock market project in economics classes.

*Community Service Opportunities*  
*Peer Court* Teachers incorporate real-world issues to reinforce the ESLRs and expand learning outside the classroom. Studying historical issues such as the consequences of discrimination provide multiple opportunities to teach tolerance. Government teachers encourage students to work at polling places on Election Day to fulfill community service hours. Peer Court has been a successful community service opportunity hosted by the Social Science Department for the past ten years. Over 100 students volunteer as part of a jury pool for juvenile cases heard three times a year in a courtroom setting in the forum.

## **Visual and Performing Arts**

*District Planing Days*  
*Pacing Guides* Teachers are current in the instructional content taught. The visual arts, band, and choral music teachers are all practicing artists and utilize trade journals, performances, professional development conferences, and interaction with other practicing professionals to stay abreast of current practice.

	<i><b>Evidence □ Notes</b></i>
VAPA teachers attend multiple district-sponsored planning sessions. At the district release days ,VAPA teachers were able to interact, compare lessons, plan framework-based pacing guides and rubrics and examine current researched-based instructional methodology. Additionally, the visual arts teachers completed the <i>Pivot Learning Partners Teacher Leadership Program</i> .	<i>Pivot Workbook</i>  <i>Thinking Maps Handbook</i>
VAPA teachers employ a variety of strategies to facilitate learning for all students. Teacher modeling (visual, verbal and physical) is widely used within the arts courses. VAPA teachers use rubrics, Thinking Maps, brainstorming, directed cooperative learning, discussion of goals, examples of completed work/performances, and differentiated instruction to facilitate learning for all students	<i>Rubrics, Thinking Maps, Multimedia Materials</i>  <i>Student, Teacher Examples</i>
Representative samples of student work in VAPA courses demonstrate structured learning, problem solving, the increased use of technology and the opportunity to utilize materials beyond the textbook.	<i>Smartboards, iPods, AV Equipment, Projectors, PC's, Labs</i>
All VAPA courses continue to use Thinking Maps. Visual arts students apply prior knowledge to create projects, demonstrating problem solving. Music appreciation and choir classes regularly use the computer labs for research. Drawing class students are able to access classroom computers to conduct research and write evaluations. Smartboards are used for project presentations.	<i>Symbolic Self Portraits With Written Evaluation</i>
Cooperative projects within VAPA demonstrate that students are able to problem solve in group situations. Band, choir, and dance courses naturally lend themselves to group learning. Students are able to experience tangible results as they perform rehearsals and concerts.	<i>Concert Tapes, Videos</i>  <i>Collaborative Murals</i>
Visual arts students regularly work in table groups to create collaborative pieces that encourage reliance on their classmates. Individual projects and performances are an integral part of VAPA. A representative sampling of student work illustrates VAPA student's abilities to think critically and problem solve.	<i>Group Thinking Maps</i>
Technology is readily available to VAPA students. All classrooms have computers (visual arts offer multiple PC's for student use), site computer labs are available, and a variety of subject specific multimedia programs are in use in the VAPA classrooms. The visual arts room has a Smartboard and wireless/Bluetooth printer capabilities, all VAPA rooms have overheads and AV equipment (ELMO, laptops, etc.) is available for checkout.	<i>PC's, computer labs</i>  <i>ELMOS, AV gear</i>  <i>Electronic instrument tuner aids, Metronomes</i>

## ***Evidence □ Notes***

<i>Instructional CD's, DVD's</i>	Student work demonstrating the use of technology includes: original compositions on CDs, recorded performances, Smartboard visual arts presentations, and typed reports and evaluations. Many assignments require internet research and investigation. Students in Band class utilize tuner clips on instruments that electronically assist with pitch. Additional VAPA student work samples demonstrate that students have access to a variety of assignments that link their work to real world experiences.
<i>Internet Access</i>	
<i>Bluetooth Printing</i>	
<i>Content Entry Forms</i>	Visual art students enter the annual <i>Design Your Dream Car</i> competition. Sponsored by the Huntington Beach Concours and Ferrari North America, it requires students to design, illustrate and display an original concept car. They are also able to examine the process from concept to finished end product as it applies to the arts.
<i>Professional Qualifications</i>	A number of our site VAPA teachers maintain an ongoing status as working artists in their respective fields. This expertise is utilized to demonstrate to our students the link between our subject areas and potential, real-world career connections. Band and choir both work with semi-professional artists that supplement/tutor student performer. VAPA also is actively involved with community projects such as: local parades, competitions, performances, and concepts.
<i>Tutoring Logs</i>	All VAPA teachers differentiate instruction to facilitate student learning. VAPA students have the opportunity to participate in a variety of targeted tutoring options. Students at risk for failing are tutored in their VAPA classrooms before and after school and during the Academic Tutoring.
<i>Student CD's, video</i>	
<i>Career Research Papers</i>	All VAPA teachers have accessed Data Director to identify individual student needs. When practical, seating changes or other classroom layout adjustments have been made to assist students. VAPA classrooms are unique in their ability to smoothly integrate a multitude of instructional practices to assist students. Visual, written, and oral instruction is combined to address all learning styles.  Additionally, VAPA teachers incorporate peer tutoring, small group reads, teacher modeling, SDAIE grouping, extended tutoring, Thinking Maps, rubrics, Q & A sessions, checking for understanding techniques and demonstrations to promote learning for all students.
<i>Dream Car Designs</i>	
<i>Process Package</i>	
<i>Seating Charts</i>	
<i>Curriculum Guides</i>	

*Home Economics*

Home Economics teachers are current in the instructional content taught. Child Development teachers meet on a monthly basis with other teachers from Central Orange County ROP to discuss key assignments, align pacing guides and develop common assessments. They also meet with the other Child Development and Foods teachers in the school district once a month to compare lessons, plan pacing guides and develop course work.

*ROP Key assignments  
Pacing guides  
Common assessments*

*Lesson plans*

*Project examples*

*Thinking Maps*

Home Economics teachers use demonstrations as one method to coach all students. Cooperative learning groups, Thinking Maps, project examples and differentiated instruction help all students achieve success.

Students demonstrate their acquisition of knowledge through completed assignments such as individual and group research projects, student demonstrations and presentations. Students use computer labs to create a variety of projects. Library and teacher resources are utilized as a supplement to the course textbook.

Students in the foods classes get a chance to participate in real world experiences and utilize one of the school's ESLRs by being quality producers while making a variety of food products for school functions. Child development students can learn real-life experiences by taking part in the classroom observation of children from newborn to six years of age. They plan lessons to teach young children cognitive skills and participate in the Parent Partnership Day, which is a schoolwide parent one-day seminar, by keeping 50 to 100 young children occupied with an assortment of activities geared to their ages and cognitive development levels. These lessons show student work that reflects the materials and resources beyond the textbook by utilizing library and multimedia resources as well as an array of teacher resources.

*Student projects*

*Student samples*

*NJROTC*

Both NJROTC instructors are recent retirees from the U.S. Navy with over 54 years of combined service. The U.S. Navy requires that aspiring Naval Science Instructors (NSI) be certified within three years of retirement. Sr. NSI, Capt. Donald McMackin retired in January 2011 after over 30 years and was certified in June, 2011. HMC Matthew Christensen retired in June 2008 after 24 years of service and was certified in June 2009. Both instructors hold preliminary teaching credentials for CTE designated subjects (ROTC) and are actively enrolled in class work to receive a clear credential.

*Navy Certification Letters.*

*University C-19 letter*

*Human resources records*



## ***Evidence □ Notes***

<i>NIOT certificates</i>	The U.S. Navy holds annual in-service training and requires completion of New Instructor Orientation Training (NIOT) within the first year of becoming an instructor.
<i>NJROTC Lesson plans and reports</i> <i>Team practice schedules</i>	The NJROTC curriculum encompasses all levels of development and can be geared to meet the demands of the student population. NSIs are active participants in the Saddleback learning community and are assigned ASAP Classes. Instructors monitor overall student achievement and are able to tailor NJROTC provided lesson plans to meet the needs of the student population. NJROTC lessons include checks for understanding to assist NSIs on how well students are grasping the subject. Instructors are able to work with teachers at all levels including those severely handicapped and special needs to provide positive instruction. NSIs are available both before and after school for individual assistance. They can call on various learning tools provided by the Navy.
<i>NJROTC Curriculum</i> <i>Academic team competition results</i>	The NJROTC curriculum is standardized at the federal level and is designed for students. All cadets take Naval Science I independent of grade level, as this forms the basis information each cadet needs. Cadet academic competitions are held on a local and national basis. The source of questions used is from all levels of NJROTC Naval Science Curriculum
<i>Group discussion</i> <i>Student notes</i>	Cadets are encouraged to ask questions and take part in group discussions covering all area of instruction ranging from Naval ship knowledge to the importance of freedom of the seas, health, first aid, and leadership.
<i>Cadet projects</i> <i>Cadet recognition awards</i> <i>PowerPoint presentations</i>	NJROTC cadets are exposed to and use myriad technological media to learn. Cadets use computer programs such as PowerPoint and Word to complete and prepare projects. NJROTC cadets have internet access in the classroom to conduct research into their naval science studies. Students also are encouraged to use this access for their other class work as needed. Students have access to the computers prior to class and after school most days.
<i>Cadet projects and presentations</i> <i>Cadet Awards.</i>	Online materials, professional manuals, and textbooks are available for cadets. Cadets may take part in field trips and programs outside the classroom. Cadets make use for these materials for presentations and projects.
<i>Field trips</i>	NJROTC cadets are active in the community. Saddleback cadets regularly participate in community service projects including Toys for Tots and Color Guard events for veterans groups as well as other community groups.

**Evidence □ Notes**

Cadets take part in leadership of their NJTROT unit, tackling real world leadership problems. They learn leadership and work skills such as planning and executing events, timelines, and attention to detail. As part of the daily instruction, cadets read out loud as well as to themselves. Cadets work together using strategies such as Thinking Maps. Cadets complete unit tests, written and oral, on subjects they study.

*NJROTC Area  
Leadership  
Academy and  
Local Training  
Events  
Thinking Maps*

*Physical Education*

The district offers opportunities and incentives for teachers to continue to develop professionally. Effective teaching methods, lesson clarity, instructional variety, teacher task orientation, student engagement, student fitness success, and the evaluation of the effectiveness of instructional/curricular process are all areas of focus. PE teachers currently are involved in developing a high school framework-pacing guide. During this planning, teachers have the opportunity to articulate with other high school PE teachers in an effort to implement effective district-wide learning environments in physical education settings.

*California  
Physical  
Education  
Standards  
Modified  
Mondays*

During department meetings, effective teaching methods are discussed, and action plans are put into place to achieve these outcomes. Saddleback PE teachers are working toward developing qualitative assessments, so that students can become independent learners and continue to refine their skills and use of concepts outside the physical education setting.

*Department  
meeting agendas  
and minutes*

PE teachers are assigned classroom areas where students have the opportunity to engage in the use of thinking maps, cooperative learning and discussion of Learning Objectives.

*Self-Evaluations  
Fitness Journals  
Fitness Gram  
results*

Teachers are also able to implement health lessons that support the physical fitness strategies used on the field. For example, teachers use technology in the classroom to help students assess their fitness using Body Mass Calculators online. In the classroom, students also engage in a variety of writing assignments, as they keep fitness journals, set goals and write reflective essays on a variety of health and fitness related topics. On the playing field, teachers model and implement a variety of strategies that facilitate differentiated learning for all students as they progress at their individual levels toward statewide standards.

### **Areas of Strength**

1. Teachers are aligning instructional practices and incorporating researched based strategies to meet the goal of academic proficiency for all students.
2. Teachers raise the level of critical thinking and deepen the understanding for all students through the use of Thinking Maps and other higher Blooms activities.
3. Teachers collaborate in course-alike meetings to unify instruction, plan lessons and share successful strategies to meet the needs of all students.
4. Teachers utilize a variety of instructional technology to incorporate real-world applications that expand learning beyond the classroom and foster independent research.

### **Prioritized Areas for Growth**

1. Continue teacher staff development on *Planning Instruction for All Students*, with an emphasis on academic vocabulary and differentiation strategies.
2. Continue to train all staff on new technologies within the classroom.
3. Continue to monitor the effectiveness of targeted intervention programs and restructure as needed in order to enhance student achievement.

WASC 2011-2012

Chapter 4 Self-Study Findings

Focus Group D: Assessment and Accountability

Focus Group Leaders:

*Dianne Iwamoto (TOSA), Stephanie Sachs (Counselor)*

Cort Fraser (Science)	Katie Cunningham (ELA)	Peter Mullins (ELA)
David Escobar (DSO)	Leo Ramirez (Instr. Asst.)	Rosaura Torres (Site Clerk)
Denise Brown (Math)	Lourdes De La Torre (Attendance Tech)	Shelley Bomalick (Special Education)
Dylan Harlan (Visual and Performing Arts)	Marci Dallazen (Special Education)	Shelli Vallandingham (Physical Education)
Erica Graves (Learning Director)	Maria Gomez (Instr. Asst.)	Sue Gregory (Social Science)
Gabby Bernal (Instr. Asst.)	Marilyn deYoung (Special Education)	Susie Volmer (ELA)
Jeanette Arellano (Instr. Asst.)	Mel Silva (Social Science)	Tara Delgado (Counselor)
Jennifer Skelton (Special Education)	Monica Perez (Instr. Asst.)	Vanessa Morales (Math)
John Young (Physical Education)	Ngoc Tieu (Math)	
	Noel Lozano (Custodian)	



## Chapter Four: Focus Group D

### Introduction

The Saddleback staff opens each school year with a review of CST (which includes CAPA and CMA) performance trends disaggregated by grade levels, dominant sub-groups, and achievement of API goals per core subject. The intent of this summative review is to guide lesson planning and to highlight differentiation needs as a means to help all students attain academic proficiency. This year, each teacher was presented with data for each of their students. The data were disaggregated by grade level, language fluency (including number of years in the program if designated EL), and, if applicable, Special Education or GATE designation. A staff development plan, *Planning Instruction for All Students*, was initiated to showcase the vital role that data plays in the lesson-planning process.

The staff meets weekly, either in faculty or department meetings, to view data in order to inform instruction and department planning. Departments use a data-based agenda format to unify discussions across departments. This year, staff met in half-day release day sessions to review the Principal's Report to district cabinet. Saddleback High's summative information was showcased, such as demographic information, CELDT levels, CST (which includes CMA/CAPA results) performance trends designated by dominant sub-groups, mock CAHSEE results for grade 9 and CAHSEE pass rate for grade 10, AP exam scores, and semester failure rates by subject area. Department staff then met in course-alike groups to strategize ways to increase student performance. These data also were shared with classified staff, School Site Council, and student body officers.

Administrative walk through data is used to monitor school-wide initiatives. During walkthroughs, district and site personnel interview students on Learning Objectives, Thinking Maps and academic vocabulary strategies. In the initial walkthroughs, only 4% of the students could accurately state the day's Learning Objectives. This year, implementation of Learning Objectives by the staff has been achieved as 98% of the students could accurately recall the Learning Objective and proving behaviors.

Performance data are communicated to parents and students through a series of parent meetings conducted by the administration and counseling staff. Mandatory parent meetings for grade 9 and 10 students are held each fall to explain graduation requirements, academic interventions, and how performance data relate to student placement.

Counselors visit tenth grade English classes to provide each student with their individual CST, benchmark and mock CAHSEE data to identify strengths and content areas in need of further study. Students are informed of the CAHSEE content clusters and the difference between a passing score of 350 and the school-wide goal of 380. Students are encouraged to attend the Saturday CAHSEE Academy to strengthen skills in ELA and Math. Follow-up parent meetings are held to reinforce this data, to explain the significance of the CAHSEE exam and the measures Saddleback High is undertaking to help students meet graduation requirements.

Through graduation credit verification, the counseling staff identified seniors who were deficient in course requirements. Credit recovery classes have been created outside of the school day to help students remediate up to 25 credits. Promotional meetings have been held to share this data and to encourage strong student attendance. This semester, credit recovery classes are being piloted within the school day to ensure greater student success.

**D1.**

**The school uses professionally acceptable assessments to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.**

**D2.**

**Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the education progress of every student.**

*Evidence □ Notes*

**English Language Arts**

Teachers access disaggregated data from Data Director, and they use these data to guide instruction and reteach concepts. Student performance reports are communicated to students and parents directly. Parents of students who are earning a D or an F are notified two weeks prior to the end of each grading period. Our EZ Grade Pro grading system allows for printouts of an individual student's progress and offers a specific report of homework, quizzes, tests, and project grades. Many teachers use these reports to monitor student progress. Some teachers send these reports home to be signed by parents.

*Data Director*  
*ASAP Materials*  
*(Data Director)*  
*EZ Grade Pro*  
*MOU Binder*

English classes have four benchmark tests a year and have a release day after each one to analyze the data. These benchmark reports are shared with students. In most English classes, students record and color code their individual results in a chart in their portfolios. The District Writing Assessment (DWA) measures student progress in writing on a common rubric. This test is given ahead of the CAHSEE administration for grades 9 and 10 so that teachers can target specific writing skills to teach before the test.

*Benchmark data*  
*Student portfolios*

In the Special Education Department, IEPs are thoroughly developed, updated, and reviewed, according to assessments. Parent conferences are arranged on demand or on a procedural basis. CAPA and CMA modifications are communicated to parents formally, not only in mailings, but also in person.

*IEP's*

CST, CAHSEE, and CELDT tests scores are reported to parents. In the English Department, students are taught how to interpret their scores. The ELD coordinator contacts students individually to inform them of their progress and reclassification status. Students learn which component they have failed, how close they came, and the importance of an upcoming assessment.

*CAHSEE Prep*  
*Academy*

## ***Evidence □ Notes***

<i>Pacing Guides Classroom Observations</i>	English teachers use a variety of both formative and summative assessment strategies to measure student progress. Both verbal and written assessments are used to check for understanding. Rough drafts serve as formative assessments, preparing for a final draft as a summative assessment.
<i>Assessments</i>	Quizzes are used as formative assessments before summative tests. Short answer study guides and note taking are assessed as part of a process of understanding the concepts in our lesson objectives. Individual and group projects present students with an alternative form of assessment. The support period in grades 9 and 10 Strategic classes allow for extra differentiation when assessment scores suggest the need.
<i>Placement Guidelines</i>	CST scores in language arts, especially reading, are used in other disciplines for placement and/or grouping. The ELA section of the CAHSEE is the focus of many of the English classes, especially in the ninth and tenth grade and in the CAHSEE Preparation classes for grade 11 and 12 students who have yet to pass the exam. In grade 10, a CAHSEE review is included in the pacing guide, allotting time for focusing on these assessments. These classes use released questions and district-approved study preparation materials to assure aligned results. AP and CST released questions also are used in an attempt to align the class grade with state or federal assessments.
<i>Data Director and Master schedule</i>	English teachers may use summative assessments to inform teaching or to plan other activities related to student achievement. If scores show that students do not clearly understand a topic, the concepts can be re-taught during the next story.
<i>Release Day Agenda and Minutes CAHSEE Prep Course Curriculum</i>	Every English teacher uses Data Director, benchmark results, and collaborative release days to modify lesson plans and apply best practices. Also, our CAHSEE prep classes use practice exam results to tailor not only class, but also individual study. Often it is through item analysis that English teachers form differentiated group work.
<i>Walkthrough Data</i>	Walkthroughs provide student engagement data. Walkthrough participants ask the students questions about what they are learning and how and why. The English Department utilizes these data to monitor the progress of department initiatives (Learning Objectives, the use of Thinking Maps, checking for understanding, and English Learner strategies) to facilitate implementation.

## **Foreign Language**

The Foreign Language Department is able to use Data Director to analyze, evaluate, and reassess student progress via a multi-faceted approach that uses common assessments, projects, oral presentations, and a variety of other educational approaches. The pre- and post- assessments are based on the guidelines outlined in the state standards. The assessment results provide effective data that is regularly reported to parents via Teleparent, personal telephone calls, progress reports, and teacher-generated forms/notes. In addition, teachers use a web-based gradebook (www.engage.com) that provides access to all stakeholders. Students with special needs in the Foreign Language Department have additional data that are gathered via IEP meetings, teacher reports, and parent/teacher conferences. Foreign language teachers make themselves available to parents via the school website, Engage, and district email. Additionally, teachers collaborate with the Community and Family Outreach Liaison to arrange parent conferences as needed.

*Data Director*  
*Common Assessments*  
*D & F notifications*  
*Teleparent (positive and negative)*  
*Parent conferences*  
*Engage.com*  
*Email contacts*

Essays, portfolios, individual/group projects, Thinking Maps, plays/skits/oral presentations, homework, self-assessments, and formal and informal teacher assessments are some of the strategies used to measure student progress. These assessment strategies also analyze the body of knowledge mastered by each student. Reteaching and scaffolding techniques are then used to address the weakness of each student or to reteach the lesson. AP and students with special needs use other forms of assessment strategies to measure student progress, for example: portfolios, personal interviews, projects, presentations, observations, questions, interviews, and College Board reports.

*Sample Student Work*  
*Presentations*  
*Checking for Understanding*  
*Common Assessments*  
*College Board Report*

The Foreign Language Department uses a variety of assessment criteria on a percentage basis. Teachers constantly monitor homework, quizzes/tests, daily classwork, and oral/written/listening projects to assess students' growth and performance according to the level in which the students are placed. This information is collected and analyzed to further assess the individual growth of each student. Personal interviews are conducted with students to discuss academic progress. Student weakness/strengths are also discussed. The information from these interviews is later shared with parents, as needed.

*Common/Course-alike Assessments*  
*Department Meeting Agendas and Minutes*  
*Parent Contacts*

Teachers meet in course-alike groups to review and analyze common assessments. The item analysis of these test results provides data for restructuring of instructional delivery. In addition, student response to checking for understanding, oral presentations, projects, portfolios, and essays provides additional data that also are used to modify instruction.

*Course-Alike Meeting Agendas/Minutes*



## ***Evidence □ Notes***

### *Administrative walkthroughs*

Foreign Language teachers regularly collect and analyze data obtained through chapter tests, oral and written quizzes, and project presentations. This provides feedback with which to analyze student progress. Checking for understanding is performed daily. Classroom walkthroughs provide additional data to teachers to reassess student progress.

### **Mathematics**

### *Release Day Agenda, Minutes And Handouts*

The Math department staff meets in release days following each benchmark exam administration to analyze performance trends, determine content strengths and those requiring reteaching. The Math staff receives class performance summaries and performance bands for each core exam displayed in both numeric and graphic form for the general population vs. EL subgroup.

### *Math Department Meeting Agendas and Minutes*

Teachers view Saddleback vs. district performance as well as individual teacher performance for each core course. This year, teachers also received language fluency breakdowns to further showcase the English Learner population and their potential needs. Teachers meet in course-alike groups to determine common interpretations and strategize ways to help strengthen student understanding. Benchmark exam results, benchmark exams, and rationales are available online through Data Director for additional teacher planning.

### *Math Department Minutes Template*

The Math Department has established meeting norms and uses a data-based agenda structure to put data at the forefront of all meeting discussions. The Math staff uses department-wide chapter tests and often meets informally to discuss and share student performance. The collaborative nature of the staff has been enhanced by the central location of all members to one area of the school.

### *Grading Policies*

The Math staff adheres to a uniform grading and retake policy to ensure that all students are graded fairly and equally. These policies are reported to the parents at the beginning of each year through course syllabi/classroom expectations. In conjunction with the Counseling Department, Math holds a Math Parent Night each spring to reinforce these policies, clarify graduation requirements, and announce tutoring availability and ways parents can help their children succeed.

### *Aeries Parent Portal, course syllabi, Math Parent Night flyer*

By the fourth week of each six-week grading period, parents of students currently receiving D's or F's are notified either by parent conference, Teleparent, or telephone calls. Parents may also monitor student progress via email, the Aeries Parent Portal, and individual teacher websites.

	<i>Evidence □ Notes</i>
Teachers share benchmark data with students, emphasizing strengths and content areas in need of reinforcement. Benchmark data are shared in individual parent conferences and/or IEP meetings.	<i>Teacher Compact</i>
The Math staff uses a variety of assessment strategies to monitor student progress, both formally (warm-ups, quizzes, tests, and projects) and informally. Some of these rely on non-verbal cues ( <i>Fist of Five, Thumbs-up, Thumbs-down</i> ). Use of Thinking Maps, Facing Math, group contests ( <i>Progressive/Regressive points, Four-in-a-Row</i> ), white boards, Quizdom Responders, or other innovative techniques are frequently utilized in adherence with the schoolwide 10-2 policy to encourage student engagement. This year, the Math staff has begun to incorporate more <i>Speaking-Writing-Reading-Listening</i> (SWRL) activities specifically to deepen understanding for the English Learner.	<i>Sample formative assessments, Thinking Map displays, bulletin board displays, weekly planners</i>
The Math Department has a formal grading policy that includes the use of homework, quizzes, tests, classwork, group tests, projects, and participation to give a weighted grade for the semester. Teachers use this information, along with benchmark exam results to reteach and spiral key concepts whenever possible as a foundation for subsequent chapters and to prepare for CST and final exams.	<i>Math Department Grading Policy</i> <i>Sample course syllabi</i>
This year, the department placed special emphasis on ensuring that all students were placed appropriately. The Learning Director and Math TOSA oversaw all student placements. Grades in prerequisite courses and CST performance were used as the primary factors for entrance into subsequent support, and honors classes.	<i>Math Placement Guidelines</i>
The Math Department has a formal re-take policy that is based on the premise that some students require more time to achieve mastery. Students are permitted to re-take one exam per six week period, providing they attend tutoring before school, during Academic Tutoring, or after school to reinforce gaps in learning. With each re-take opportunity, students may earn at best a grade of C, giving them an opportunity to improve D and F grades.	<i>Academic Tutoring schedule</i> <i>Weekly planners</i>
Novice and veteran Math teachers often meet in course-alike groups for release days, collaboration meetings, and department meetings to analyze student progress on common assessments, to share resources, and to strategize ways to encourage student learning the first time through.	<i>Course-alike meeting Minutes</i>

## ***Evidence □ Notes***

*GEAR UP tutoring schedule*

Teachers regularly spiral content via warm-up exercises, homework, and quizzes to reinforce key power standards. Course timelines may also be altered when the formative assessment data suggests additional scaffolding is required. GEAR UP tutors have been assigned to assist freshman classes to help remediate skills, reduce student/teacher ratio, and facilitate differentiated instruction.

*Academic vocabulary  
Administrative walk-through data,  
Math Department minutes*

The Math Department staff has participated in several administrative walkthroughs conducted by district and site administrators, TOSAs, coordinators and the Instructional Leadership Team. During this process, students are asked to explain the day's lesson or activity. The Math Department utilizes data from these walkthroughs to monitor the progress of department initiatives (Learning Objectives, the use of Thinking Maps and academic vocabulary strategies), unify teacher practice, and clarify instruction.

### **Science**

*Science department meeting minutes,  
Data Director*

As course-alike assessments and finals become the norm, data analysis has become a critical part of the teaching and learning process. All science teachers are expected to utilize the results of their course-alike finals, district benchmarks, and CST to inform instruction.

*Department Release Day Agendas and Minutes*

Departments participate in release days to disaggregate and analyze these results for two purposes: first, to modify delivery of instruction to focus instruction on low-performing standards for particular subgroups, such as English Learners. Secondly, to inform the parents of such results. This information is disseminated to the stakeholders, primarily parents, via mandatory parent of failing freshmen and sophomores meetings, Aeries, Back-to-School Night and Open House, IEP meetings, parent-teacher conferences, and Teleparent.

The overall effectiveness of informing the parents of their child's results has grown with the use of Aeries and progress reports. The continuing improvement of the Aeries system will provide parents with the ability to know day-to-day results in addition to the state and district test results.

*Course curricula student sample work*

Standard assessment practices involve daily warm-ups, lab write-ups, presentations and projects (computer and oral), homework, and all usual forms of standards assessments, including quizzes, common unit tests, course-alike finals, and benchmarks. All of these are utilized in calculating student grades. Soon, there will be a uniform process/procedure developed for all teachers to follow to check for understanding using concrete evidence, such as using the Quizdom application.

## **Evidence □ Notes**

Teachers incorporate independent methods for determining the performance levels of their students for the sake of reteaching, but ultimately, all students are assessed by the course-alike final and benchmarks. The focus on English Learners encourages teachers to more effectively assess academic language and writing across the curriculum in their assessments. Daily warm-ups, lab write-ups, homework, among other strategies, all give ample opportunity to share knowledge and give a basis for performance level assessments.

*District benchmarks, CST scores, CAHSEE scores, course curricula, lesson plans*

After each benchmark is given, the results are available in a week's time on Data Director for all to access. These benchmark results are used to identify areas of weakness for reteaching before the CST. Also, all prior assessment results are used as study guides for end-of-year testing. More importantly, the results allow for many ways to modify the teaching and/or learning process. Students are encouraged to take ownership of their learning and are, consequently, either encouraged or required to attend tutoring before or after school so as to master particular standards.

*Data Director, district benchmarks, lesson plans*

During administrative walkthroughs, students are asked to explain the day's lesson or activity, including their Learning Objective and how they are supposed to prove that they have learned it. The Science Department uses these data to monitor the progress of department initiatives (Learning Objectives, the use of Thinking Maps, and academic vocabulary strategies).

*Administrative walkthroughs, staff department meeting minutes*

### **Social Science**

The Social Science Department uses Data Director to obtain disaggregated CST/CMA and benchmark data to guide instruction to identify content in need of re-teaching. Through data analysis and collaboration, teachers develop appropriate strategies to enhance learning.

*Department meeting and release day agendas and minutes*

Individual teachers disaggregate and analyze information from the quizzes, chapter and unit tests, and projects. Teachers are encouraged to use the item analysis forms on all multiple-choice tests in order to analyze which questions and answers need further clarification. The Social Science Department meets in course-alike groups to disaggregate and analyze information from the fall and spring finals. After each benchmark test, the Social Science department participates in test data chats with the Learning Director during staff development release time. Student performance on the questions is disaggregated and analyzed, and teachers identify appropriate strategies and activities for reteaching.

*Course-alike meetings  
Item analysis forms*

## ***Evidence □ Notes***

*AP exam Results,  
SAT Subject Area  
Test results*

Students are encouraged to select the appropriate AP classes as a result of their performance on the CSTs, although any student may self-select into an AP Social Science class. Performance data from the AP exams sent by the College Board are given to the appropriate Social Science teacher, and the information is used to adjust teaching strategies to increase student success the following year. Students in AP Social Science classes are also encouraged to take the SAT Subject Area Tests. AP Social Science teachers hold individual conferences with students when they request a more thorough explanation of their results.

*Positive notes,  
report cards,  
Teleparent reports*

The Social Science Department reports student performance data to the parents and other shareholders of the community by issuing progress reports every six weeks. Teachers notify parents about interim progress by sending out D and F notices by the fourth week of each six-week grading period. Parents are notified of 6-week, 12-week, and semester grades via mailed report cards.

*Parent Portal*

Starting in the fall of the 2011-12 school year, parents will also have access to a parent portal that allows the tracking of attendance, six-week progress report grades, and final semester grades. Teachers call home or send positive notes with the current grades attached or use Teleparent to communicate with parents regarding student academic performance. *Student of the Six Weeks* honors are given to students as a reward for their academic work in their classrooms. The students receive certificates to take home to their parents. To all parents attending Back to School Night, teachers dispense and explain the most recent CST scores of the students. CST and CAHSEE results are also mailed home. Parents are invited to IEP meetings where student performance is analyzed and the plan is updated.

*District course  
syllabi, samples of  
student work,  
practice AP exams,  
course-alike  
department  
agendas*

Teachers use a variety of assessments and strategies to monitor student progress such as Thinking Maps, research projects and weekly vocabulary assessments based on the textbook, the district course syllabi, and SAT words. AP teachers assign data-based question essays, free response essays and quickwrites, daily work portfolios, online tests, and practice AP exams. Teachers currently are developing common course finals to inform instruction.

*Home group data,  
student work  
samples, classroom  
walkthrough data*

The Social Science Department is part of a school-wide effort to use checking for understanding techniques frequently to assess student understanding throughout the lesson. Checks include nonverbal cues, Thinking Maps, historical and geographical maps, exit quizzes, and projects.

***Evidence □ Notes***

All teachers use a percentage-based grading scale for all academic activities on which to base student grades and to determine the growth and performance levels. Benchmarks are given four times a year to World History and US History classes.

*Posted grades, Data Director reports of CST information, benchmarks, course-alike Finals*

Teachers assign summative quickwrites as tools to help them determine growth and performance levels. In the Social Science Department, the information gained from student grades and analysis of their growth and performance levels is used to determine the next action steps. Based on the scores of the student and item analysis forms, teachers re-evaluate their lesson plans to decide to reteach a standard, change an activity to meet the needs of the individual student and the class as a whole, give more writing assignments, or emphasize more vocabulary and retest, if necessary.

In the 2011-2012 school year, Social Science teachers are participating in examining student work protocols, where they present student work to their colleagues at each department meeting. Each teacher takes a turn explaining a standards-based lesson, the writing rubric used, an anchor paper showing the performance levels of high, medium, and low. Teachers ask clarifying questions and offer suggestions for extending the lesson, reteaching it, or connecting the lesson to another Social Science concept.

*Summative quickwrites, item analysis forms, home group data*

*Department agendas*

Teachers use assessment findings to modify the teaching/learning process for all students in Social Science classes. Social Science teachers have commended the use of the protocol format during department meetings, declaring it highly effective for analyzing student work in order to make decisions and changes in the curricular and instructional approaches. Other effective strategies Social Science teachers use to modify the teaching/learning process include targeting standards based on scores from the previous CST, using more visuals, incorporating previous material when taking tests, using websites when reinforcing concepts or when reteaching is necessary, reviewing assignments to determine weaknesses, reviewing item analysis forms, reviewing Data Director results periodically, and reviewing benchmark test results during collaborations on release days.

*Home group data; posted grades, department agendas, item analysis forms; Data Director printouts*

Students use assessment findings to modify their process of learning. Students in some Social Science classes are encouraged to message on class websites, participate in benchmark reviews, re-take tests, participate in Academic Tutoring, and write formative quickwrites.

*Teacher webpages*

## ***Evidence □ Notes***

*Administrative  
walkthrough data,  
Department  
meeting minutes*

Social Science teachers require daily student feedback in the form of quickwrites or journal writing, which is an important part of monitoring student progress over time. The department staff has participated in several administrative walkthroughs in which students are asked to explain the day's lesson or activity. The department utilizes this data to monitor the progress of schoolwide initiatives (Learning Objectives, the use of Thinking Maps, and academic vocabulary) in order to improve instruction.

### **Visual and Performing Arts**

*Data Director*

All VAPA teachers are able to access Data Director. Choir, Music Appreciation and Visual Arts teachers utilize these data to adjust classroom seating. Band and dance teachers try to pair proficient/below proficient students together to promote learning as their classroom layouts don't lend themselves to traditional *Front of the Room* arrangements.

*Assessment scores*

Examination of the data has demonstrated that many students need to improve their language arts skills, and this affects visual arts as well. In conjunction with our *School Plan for Student Achievement* (SPSA) goals, a determined effort is in place to increase the number of language arts assignments within the visual arts curriculum. Students are expected to include summaries with many of their art compositions. Student written work is included in their portfolios. Anecdotal evidence suggests an overall improvement in student writing.

*Master schedule  
a-g graduation  
requirements*

VAPA teachers have been affected by schoolwide assessment results. Due to an increased focus on the core subjects, a reduction in elective opportunities for students has occurred. Considering that many of the VAPA courses are graduation requirements and fulfill a-g requirements, it is imperative to ensure that our students are successful in VAPA courses.

### *Home Economics*

*Lab grade sheets  
Parent contact  
forms  
Projects*

The Home Economics Department uses a variety of methods to assess student progress and to notify parents of that progress. In foods classes, students are graded daily on their participation in the lab. Parents are notified via Teleparent or telephone calls when students have issues that affect their grades. Students are quizzed on course-related vocabulary and given the opportunity to retest. Thinking Maps, individual and group research projects, presentations, portfolios, and cooking tests are used as assessment tools.

**Evidence □ Notes**

Students in child development classes are graded on a number of individual and group research projects, presentations, quizzes, and tests. Student results are monitored and modified for reteaching opportunities. Parents are notified when student grades fall and also when growth is seen. Teachers modify the learning process by updating or altering lesson plans, reteaching content, and retesting. To meet the ESLR *Quality Producers*, students can evaluate their own work.

*Tests & quizzes  
Six week grades  
Semester grades*

*NJROTC*

NJROTC cadets are assessed on many levels. Written exams and project are administered in the topics covered including, navigation, first aid, Sea Power, leadership, orienteering/land navigation. Cadets take part in several area-wide NJROTC competitive field meets against other NJROTC units each year. The cadets compete individually and as teams in marching competitions, Naval Science knowledge contests, uniform Inspections, and athletics. The competitions help to teach and promote leadership, teamwork, and knowledge, and camaraderie. The importance of the camaraderie is to ensure that each student feels they are a part of the NJROTC unit, with the expectation that a feeling of belonging will translate into better overall school performance and graduation rates. In their Naval Science classes, student performance is assessed using a variety of written and oral examinations. Students also complete group and individual projects.

*Naval Science  
curriculum and  
guides.*

NJROTC Naval Science instructors use a variety of strategies to assess cadet progress. Some strategies include direct oral examinations, written tests, and projects with presentations. Instructors observe leadership skills and include how well activities such as drill meets, athletic meets, training programs and cadet-led field trips and fundraisers are executed. Checking for understanding is embedded in the standard NJROTC curriculum and provides the instructors feedback as to how well the cadets are learning. Cadets' skills are assessed by direct observation, such as the use of Automated External Defibrillator (AED) and performance of CPR. The Naval Science curriculum is used as a basis for many of the competitions that cadets take part in each year.

*Thinking Maps,  
field meet results,  
Area 11 plan for  
NJROTC*

Saddleback NJROTC has a very active academic team. This team has competed in five key events at this point in the school year. The competitions include all areas of the Naval Science four-year curriculum as well as core academic subjects such as Mathematics, English, and science. The team is well promoted within the school and NJROTC unit. The Naval Science curriculum is used as a basis for many of the competitions that cadets take part in each year.

*Team results, test  
copies.*



## ***Evidence □ Notes***

### *Naval Science curriculum and guides.*

Cadets' grades are based on performance in a variety of indicators including written tests, class participation, individual projects, and team projects. Parents are encouraged to take part in the program, at this point with limited success. Students progress through the NJROTC program based on performance and experience. All new cadets take Naval Science I. As cadets progress, they take Naval Science II, III, and IV.

### *Physical Education*

#### *State Physical Fitness Test Scores*

The Physical Education department prepares ninth grade students for the state Physical Fitness Test that is taken in the spring semester and is sent to parents.

#### *Unit Tests*

Students and parents are able to view their results and make personal fitness adaptations accordingly. Teachers give students a pretest at the beginning of each semester so that they can monitor their growth and performance preceding the test in the spring, to ensure a higher pass rate. Students who successfully

#### *Competitions*

complete five out of the six criteria receive a Physical Fitness Certificate. Students who are enrolled in their second year of PE measure their fitness goals similarly; research proves that physical fitness is linked to academic achievement.

#### *Skills Evaluations*

#### *Self-Evaluations/Fitness Journals*

#### *Teacher*

#### *Observations*

Teachers use a variety of methods to inform parents of students' performance during the school year (i.e. awards, positive or negative telephone calls, parent-teacher conferences, etc.). Students' grades are based largely on their participation and ability to work with others in class. Their performance levels are determined largely to differentiate instruction and for their safety rather than as a basis for grading.

**D3.**

**The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.**

**D4.**

**The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.**

*Evidence □ Notes*

**English Language Arts**

Student progress is measured through benchmarks and the District Writing Assessment (DWA). Benchmarks predict our students’ success on the CST. The District Writing Assessment is still used as part of the reclassification process for English Learners.

*DWA scores and Benchmark blueprints*

All teachers access data through Data Director. After the benchmark results are released, teachers have a release day to analyze the data, collaborate, and plan some reteaching and some best practices strategies. English teachers use district rubrics to assess writing and to monitor progress. Teachers notify parents of students with grades of D or F four weeks into the grading period. Parents are also notified of positive student behavior and achievement.

*MOU Binder  
Data Director  
Teleparent Records*

English teachers use strategies such as pair-share and peer editing for revising writing assignments so that students can monitor their own progress. Many teachers have the students chart their scores, often in their portfolios. Several ASAP periods throughout the year are used for transcript analysis, state test score analysis, and registration activities, which include a flow chart of each student’s progress toward meeting graduation and college acceptance requirements.

*Walkthrough data  
Student charts*

Saddleback conducts grade level meetings in English and Spanish for the Saturday CAHSEE Academy, CSTs, and CELDT. Parents have access to attendance and grade reports via the Aeries Parent Portal on the district’s website. The XTEND automated telephone system is used to communicate meeting and testing dates.

*ELAC meeting minutes  
Mock CAHSEE results*

Using the School Improvement Cycle, the school has established many interventions and programs, such as the ASAP model, Academic Tutoring (AT), CAHSEE Prep classes, credit recovery, courses, and the CAHSEE Academy on Saturdays. Programs are modified to address the needs of students. CAHSEE results are analyzed after each administration, and juniors and seniors who pass the November test are moved to electives or credit recovery classes for the second semester.

*Master schedule, meeting agendas and minutes*

## ***Evidence* □ *Notes***

*ASAP/AT program* Extended learning time is funded through the SIG. This year, the AT program was established within the school day so that all students would have access to extended learning. The School Improvement Cycle will be used to measure the effectiveness of this modification.

*Release Day Agendas and Minutes* Release days facilitate data analysis and course-alike collaboration. Classroom walkthroughs give each teacher feedback on their instructional practices. Department meetings focus on assessment results to inform instruction.

### **Foreign Language**

*CST scores* The Foreign Language department supports other disciplines to raise CST scores. This support is accomplished through a close analysis of common language elements with other departments in the school, such as the English Language Arts Department.

*AYP/API scores*

*Data Director*

*Department course-alike meetings*

*Common assessments*

*Teleparent*

*Engrade website*

Foreign Language teachers meet regularly in course-alike groups to review and monitor the effectiveness of instruction based on common assessments. When there is a discrepancy between what is being taught in the classroom and the outcome of an item analysis, the department reviews and plans a new course of action, such as adjusting the pacing guides to make the content more accessible for students.

The Foreign Language Department informs parents and students of the current progress through the use of Teleparent and Engrade (an online gradebook). Through these technological tools, parents are capable of monitoring their children's progress on a daily basis.

*Data Director*

*Placement tests*

*Course requirement guidelines*

*Learning Objectives*

*Blooms' taxonomy*

The Foreign Language Department is constantly monitoring its program by reviewing various strategies such as Bloom's Taxonomy, Marzano's Instructional Strategies, and Thinking Maps when modifying its instructional practices to better reach all students. One such modification is the adjustment of our course offerings to accommodate the language learner's ability. For instance, incoming ninth graders are assessed and placed in the appropriate course using the results from the Spanish placement test created by our department. In addition to the Spanish placement test, students are enrolled in Spanish courses using a variety of data that include other test results, such as CELDT, ELA CST proficiency levels, and previous coursework.

## ***Evidence □ Notes***

Foreign Language teachers constantly review common assessments using an item analysis form to modify and/or reteach the appropriate concepts that students need to master. The present PLAS status of our school has resulted in increased professional development that has helped to modify instruction in the classroom. Thinking Maps, Data Director, and Sheltered Instruction are evidence of the modifications implemented by Foreign Language teachers. Administrative walkthroughs have provided teachers with data that have resulted in further changes to our program and in the delivery of the instruction.

*Marzano's instructional strategies*  
*Walkthroughs*  
*Data analysis*

Foreign language teachers have used several approaches in order to report to all stakeholders. The department uses a free online grading book, Engrade ([www.engage.com](http://www.engage.com)), to monitor and report individual student progress. In addition, the Teleparent system has helped to better communicate the progress, positive or negative, to each student's parents. Telephone calls, teacher-generated notes/memos, district email, district mailing of CST results, and the Aeries Parent Portal, have provided a better way to keep all stakeholders informed. D and F notifications are used by the department to notify parents of the grade received in class prior to each six-week grading period.

*Teleparent*  
*Engrade Progress reports*  
*Aeries District & teacher websites*  
*Teacher telephone calls/notes*  
*D and F notices, District Email*

## **Mathematics**

The Math staff is represented by the Math TOSA on the Instructional Leadership Team (ILT), district department chair meetings, and Curriculum Instruction Steering Committee (CISC). The CISC is comprised of 16 representatives; eight are elected by the staff and eight are appointed by the Principal to inform both schoolwide academic focus and staff development needs. Math representation also is on the School Site Council and Coordination of Services Team (COST). COST is comprised of student support staff (school nurse, outreach coordinator, Community and Family Outreach Liaison, OCDE mental health personnel, school psychologist, counselors, guidance administration, ELD coordinator and Math TOSA to identify and determine services for at-risk students. Math teachers also are invited to preview district benchmark exams to ensure their alignment toward state standards.

*ILT, CISC, School Site Council, District Math Chair, COST team Agendas and Minutes*

Math teachers meet in full-staff, department, collaboration, and release day meetings to analyze student CST and benchmark data to monitor student progress, make necessary adjustments to lesson plans and/or timelines, and share successful instructional strategies to raise student performance. Teachers also meet informally in course-alike meetings to discuss common assessment results and compare error analyses with one another.

*Department, collaboration, and release day meeting Agendas and Minutes*

## ***Evidence* □ *Notes***

*Intervention program flyers; MOU Binders/Teacher Compact;*

*Math Parent Night; teacher and/or Math Department website*

The Math TOSA, in coordination with the Learning Director, AP of Guidance, and counseling staff, oversees placement and monitors student progress toward meeting graduation requirements. Math teachers provide D and F notices to parents two weeks prior to the end of the six-week grading period. The Math staff utilizes Teleparent, telephone calls, and individual parent meetings to convey student progress. Course curricula and teacher expectations are provided through individual teacher websites and formal parent meetings, such as Back to School Night and Open House. The Math Department, with counseling staff, also holds an annual Math Parent Night each spring to inform parents of graduation requirements, department grading policy and retake policy, and ways that parents can help their children succeed. Parents also can access this information on the Math Department website.

*Data Director, Aeries Parent Portal, Board meeting Agendas and Minutes*

District and site administration, support staff, and teachers can assess summative assessment data (i.e., CAHSEE, CST/CAPA/CMA, benchmark exams, CELDT) via Data Director. Data may be disaggregated by dominant sub-groups, content clusters, and language fluency. The office of Research and Evaluation examines district-wide data trends and presents this information to the board at public board meetings.

*Parent classes parent meetings*

Parents are informed of student progress through grade level and at-risk parent meetings. The Math staff holds an annual Math Parent Meeting to inform parents of graduation requirements, the department-wide grading policy, re-take policy, and ways that parents can be involved in the learning process. Through the Aeries Parent Portal, parents also may access their child's attendance, semester and six-week progress grades. The Community and Family Outreach Liaison provides Aeries Trainings and serves as a liaison between the school and community.

*Math Department and individual teacher web-sites*

Information regarding school performance in Math and department policies is available through the school website. Parents can access teacher syllabi, course expectations, and pre-requisite information. Math teachers are available for individual parent meetings on an as-needed basis.

*Academic Tutoring*

The corrective action on the SIG funding expanded the school day by 30 minutes, through which Academic Tutoring was created to provide individualized tutoring, enrichment opportunities, and differentiated instruction based on student progress data.

***Evidence □ Notes***

*Planning Instruction for All Students*, a schoolwide staff development initiative, was implemented to ensure that teachers incorporate best practices to raise student performance, particularly for the English Learner. Such practices include the use of Learning Objectives, Thinking Maps, Sheltered Instruction, and checking for understanding strategies.

*Planning Instruction for All Students, Thinking Maps,*

Following extensive data analysis, two-period classes (Strategic and Intensive classes for algebra and geometry, grades 9 and 10) were built into the master schedule to facilitate first-time instruction. Several models were incorporated; including a UCI/SAUSD designed hands-on discovery approach, to meet the students' diverse learning styles.

*Master schedule UCI/Holt*

The Math TOSA, in articulation with the Learning Director, AP of Guidance, and counseling staff, oversees placement of all Math students utilizing CST scores and pre-requisite grades. Placement guidelines are continually refined utilizing past and current benchmark and CST data to identify which populations will be best served in these two-period courses.

*Placement Guidelines*

Intervention programs such as the Saturday CAHSEE Academy and Credit Recovery Classes have been created to help students meet graduation requirements. Mandatory enrollment in CAHSEE Math test prep classes was required of all juniors and seniors who did not pass the exam in their tenth grade year.

*Intervention programs*

CAHSEE data trends were analyzed to identify three content cluster need areas for lesson planning: number sense, algebra I, and measurement and geometry. This semester, a collaboration model will be piloted involving the special education and general education CAHSEE teachers.

*CAHSEE scores*

Through the SIG, the Math staff has incorporated Quizdom Responders into their lessons as a checking for understanding tool to raise student performance. Funding also has facilitated teacher collaboration via release day and weekly planning meetings. It is through these meetings that benchmark and/or common assessment data are analyzed to determine content areas in need of reteaching and if and when course timelines should be adjusted.

*SIG allocation and expenditures*

## **Evidence □ Notes**

### **Science**

*District department meeting minutes, science dept meeting minutes, course curricula*

The district department chair meetings are held monthly and discuss the results of benchmark tests as well as make suggestions to improve the benchmarks based on teacher feedback. The department analyzes benchmark and CST results during department release days. The results are then shared with the students and discussed. Course-alike finals have been constructed during department meeting collaboration times as well.

*Teleparent logs, MOU binders, Aeries*

The monitoring of student progress is reported to parents via Teleparent, grade checks, progress report printouts, and D and F notices, coupled with positive correspondence as well. All of this information and data is presented to parents during Back-to-School and Open House nights. Parents also are able to access Aeries (a web-based attendance and database management software) from the home to receive student attendance and grade reports.

*Benchmark data Thinking Maps*

The Science Department utilizes assessment results to modify delivery of the curriculum. There has been a shift in focus to increasing the accessibility for English Learners. All science teachers have been trained to use Thinking Maps to bridge the gap in the use of scientific vocabulary that challenges our English Learner population. Benchmarks have been analyzed to determine which standards need to be retaught and reinforced to students of all levels and subgroups.

*Academic Tutoring schedule  
Credit Recovery course schedule*

Science utilizes built-in tutoring time during the school day to address other deficiencies. This supplements before and after school tutoring, thereby giving students ample opportunity to access needed support. Other opportunities have been created in science to help students earn credit and improve their grade point average through the creation of credit recovery classes in Earth science and biology classes.

### **Social Science**

*Agendas for district department chair meetings, district website*

In the 2010-2011 school year, a district curriculum committee was formed to create a pacing guide, course syllabi, and four benchmark tests for World and US History based on the California Framework and California Standards for Social Science.

*Evidence □ Notes*

Starting with the 2011-2012 school year, the district benchmark tests are given four times a year. The district supplies tests, grades them in the Research and Evaluation Department, and posts the scores on Data Director which can be accessed through the district website. *Benchmark tests*

The district website also provides members of the Social Science Department access to other information on Data Director. Most frequently used are the CELDT scores and the scaled CST scores for ELA, World History, and US History. The scores are used to place students in the various Social Science courses for differentiation purposes. Students self-select into the following Advanced Placement courses: European History, US History, Government, Psychology, and Economics. *Data Director*

The district website contains a parent portal that allows parents and students to see their grades and attendance. Department chairs meet bimonthly to discuss educational issues and share best practices. *Aeries Parent Portal*

Through school emails, the College Majors Bulletin, and ILT and CISC meetings, the department is informed of CST, CELDT, and CAHSEE results and other assessment information, which aids us in monitoring student progress. *College Majors Bulletin*

Members of the department participate in classroom walkthroughs, which are designed to measure the effectiveness of Learning Objectives. Teachers assess benchmark data and discuss pacing guides and course syllabi for World History and US History during staff development release days organized by the Learning Director. These assessments inform teaching practices and reteaching needs. *Walkthrough data*  
*Department Release Day Agendas and Minutes*

Teachers present student work to their colleagues at each department meeting. Each teacher takes a turn explaining a standards-based lesson and shows an anchor paper of high, medium and low-level writing using Thinking Maps to create paragraphs and essays. The other teachers ask clarifying questions and offer suggestions for extending the lesson or connecting the lesson to another Social Science concept. Teachers then discuss the rubric used for the assignment. This helps teachers to assess student writing and discuss ways of increasing writing activities, especially for our English Learner population. *Department Meeting Agendas and Minutes*

Social Science department members participate in the schoolwide effort to notify parents of D and F grades as well as send home positive notes either by email, telephone, or through the regular mail. Teachers give fall and spring semester course-alike finals. Teachers post grades in the classroom and update grades routinely. Six-week, twelve-week and semester grades are mailed home. *Teleparent, Progress Reports*



## ***Evidence* □ *Notes***

*IEP meetings*  
*Aeries parent portal*

Parents participate in IEP meetings and attend conferences called by the individual teachers. Parents have access to the Aeries Parent Portal on the district website, which allows parents to check on their students' grades and attendance. All Social Science teachers maintain a webpage to which parents and students have access.

*District Department Meeting Agendas and Minutes*  
*Teleparent, IEPs, teacher web pages*

The department chair works with the district liaison regarding Social Science issues at the district department chair meetings on a bimonthly basis. Curriculum committees have formed and met extensively this past year to create the new benchmark tests, pacing guides and syllabi for World History and US History courses. Teachers in the department communicate with parents through Teleparent, telephone calls, progress reports, and awards such as *Student of the Six Weeks* certificates.

*Credit Recovery Classes*

Targeted intervention programs are continually monitored and adjusted to meet student needs. For example, credit recovery classes have been created second semester for students who have passed the CAHSEE.

*CAHSEE prep classes*  
*Professional Development*  
*Department meeting Agendas and Minutes*

The Social Science Department has participated in professional development activities. Teachers received training on Thinking Maps, Sheltered English instruction, Learning Objectives and proving behaviors, and analysis of demographic data from Data Director. The department has also participated in release days for benchmark analysis and to analyze D and F grades according to CELDT levels.

### **Visual and Performing Arts**

*Master schedule*

The master schedule recently was modified to place as many grade nine students as possible in VAPA courses. The goal is that students will meet their VAPA requirements before their schedules become impacted. An additional benefit is that students who display an interest in VAPA courses should be able to enroll in higher-level courses as they progress through high school.

*ASAP/Academic Tutoring*  
*Portfolios*

VAPA courses utilize a variety of assessment strategies to measure student progress. Performances, projects, Thinking Maps, portfolio reviews, quizzes, and tests are in use throughout the VAPA classroom.

*Tests/Quizzes*  
*Performances*

Assessment findings are used to adjust the teaching process for all students. During the last two years VAPA teachers have provided targeted before and after school tutoring as well as tutoring within the school day during our ASAP period.

**Evidence □ Notes**

All the VAPA teachers have been assessing grade data to determine what students require, reteaching/reinforcement. Analyzing test scores has proven useful when modifying instruction as necessary.

*Teleparent*  
*IEP meetings*  
*Grade reports*

Parents are notified two weeks prior to the end of the grading period when their student is earning below a C grade.

*Home Economics*

Teachers in the department monitor and assess student progress by using a variety of strategies, which include quizzes and tests that may be short answer, multiple choice, matching, or true/false, oral and media presentations, or essays. Teachers provide students with detailed study guides that can be completed in groups or independently. Thinking Maps are used as a tool to help students succeed in writing essays. During this review time, teachers can reteach information that may not be clear. Foods final exams include a lab that gives students a chance to show how their group can collaborate with each other by reading, interpreting, and preparing a recipe that has not previously been prepared. Student progress is conveyed to parents by means of D and F notification, Teleparent, parent conferences, six-week, twelve-week, and semester grade reports.

*Checks for Understanding*  
*Thinking Maps*  
*Parent Contacts*

Students in the Home Economics Department have benefited from schoolwide practices such as posted Learning Objectives, ESLRs and Thinking Maps. There is greater emphasis on Math and English standards. Home economics uses Data Director to access student information. Extended learning time has been incorporated during the school day to increase student learning. Home economics teachers district-wide meet on a monthly basis after school hours to align course content and key assessments.

*Data Director*

Home Economics uses Data Director to access specific student information, including CELDT, CAHSEE, and CST scores. Teleparent is used to inform parents of student progress. Parents can communicate with teachers via Internet telephone. Parent and individual conferences are arranged on an as-needed basis. Teachers also are available to meet with parents during the IEP process with Special Education students.

*Teleparent logs*

The Home Economics Department has participated in a number of walkthroughs. Students are always willing to give walkthrough participants information about what the Learning Objectives and expectations are for that day's lesson. The information is then shared with teachers who make adjustments as needed.

*Walkthrough data*

**Evidence □ Notes**

*NJROTC*

*Area NJROTC event schedule. AMI notes, Emails, Teleparent records, parent contact records.*

NJROTC follows the school-wide standards for reporting. Instructors have the same access to Aeries and Data Director that all teachers have. The NJROTC instructors maintain parental contact using Teleparent, Back To School Night, Open House, and discussion with parents at our events. The NJROTC instructors interact frequently with the NJROTC instructors at Santa Ana High School, sharing materials, participating in joint competitions, and discussing curriculum.

*Naval Science lesson plans. Evaluations of skill levels.*

Modifications to lesson plans are made as needed to support student learning. Modifications are based on student achievement and school scheduling requirements. Typically, first aid/CPR from the health unit is taught late in the year.

*Cadet organization chart and activities record.*

The NJROTC program has made modifications to its extracurricular activities based on the key interests of the students. The Saddleback NJROTC unit is a young unit and does not have a large number of experienced senior cadets. Instructors often guide the cadets as to which activities they take part in based on their capabilities and interests. The cadets are responsible for organizing and executing activities under the advice and mentorship of the instructors. Currently, the unit does not have an orienteering team or a marksmanship team so they do not participate in those activities. Orienteering is the skill of land navigation using a map and compass and competitive meets are available as are marksmanship meets using air operated pellet rifles.

*Teleparent records, parent contact records. Tustin-Tiller Parade packet.*

The NJROTC Program has been able to have some parental participation through and hosting its own parent's night. The NJROTC instructors make an effort to greet parents. The location of the building next to the student parking lot provides easy access for informal contact in when parents are dropping off or picking up students.

**Areas of Strength**

1. Administration, TOSAs, counseling staff and teachers analyze disaggregated CST/CMA and benchmark exam data to determine placement, inform instruction and to identify/target intervention needs.
2. Teachers are in the initial stages of incorporating research based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly the English Learner population.
3. Parents and stakeholders are informed of student progress via parent meetings, electronic communication (XTEND message, Saddleback website, Teleparent), and personal conferences.
4. Teachers utilize assessment data to differentiate their Academic Tutoring time and instructional methods to reteach concepts, and provide individual tutoring.

**Prioritized Areas for Growth**

1. All teachers will continue to monitor student performance growth through the School Improvement Cycle to ensure that interventions are adequately supporting all students, particularly the English Learner and Algebra I students.
2. Teachers will build upon teacher collaboration opportunities and continue to utilize student data to align instruction and ensure all students have equal access to the curriculum.
3. Staff will continue to involve parents in the data analysis process so that they may be better informed of how data is utilized at Saddleback (placement, master schedule, lesson planning, targeted interventions).

## WASC 2011-2012

### Chapter 4 Self-Study Findings

### Focus Group E: Support

#### *Focus Group Leaders:*

*Olga Henderson (HEC Coordinator), Yolanda Aguirre (Career Specialist)*

Anita Rubio  
(Foreign Language)

Anna Briscoe  
(Special Education)

Carlos Camacho  
(Administration)

Carolina Gonzalez  
(Community and Family  
Outreach Liaison)

Danny Martinez (Counselor)

Deborah Hazelwood  
(Special Education)

Denice Padilla (Instr. Asst.)

Donald McMackin (NJROTC)

Douglas Irvine (Science)

Ed Gordon (Custodian)

Enrique Perez (ELA)

Graciela VanWormer  
(Instr. Asst.)

James Prothero (ELA)

Janie Ekman (SSP)

Jerrold Morookian (Math)

Joshua Ornelas  
(Instr. Asst. Computer)

Malissa Cantu (Math)

Marina Wycoff  
(Special Education)

Meybell Quijano  
(School Acct. Clerk)

Michael Lopez  
(Instr. Asst. Computer)

Moises De La Mora  
(Administrator)

Nick Boonmag (DSO)

Patricia Arias (Office Manager)

Patricia Davenport (ELA)

Rod Pesak  
(Physical Education)

Rosalind Turner (Social Science)

Timothy Titus (Social Science)

Tom Glenn (Science)

Zorica Toroman (Math)



## Chapter Four: Focus Group E

### E1.

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

#### *Evidence □ Notes*

#### **Introduction**

Saddleback High School utilizes numerous strategies to foster the involvement of parents and the community in the teaching and learning process. With increasing availability of communication technologies, our capacity for keeping all stakeholders informed and involved continues to grow.

*Parent Center calendar*

*Flyers for Parent Center classes*

*Parent Center sign-in sheets*

At Saddleback High School, parent involvement is encouraged, and we believe it is a key factor in student achievement. The Parent Center was established last year and is staffed by a full-time bilingual Community and Family Outreach Liaison. The Center is open from 8:00 a.m. to 4:00 p.m. and has Internet-ready computers and printers available to parents. The Community and Family Outreach Liaison is available to assist parents with accessing their child's grades and/or attendance through the district's Aeries Parent Portal. The Center sponsors morning and evening parenting classes throughout the year. All classes are presented in Spanish with English materials available upon request. The classes are presented by the Santa Ana Police Department, certified psychologists, and *Padres Promotores*. Some parenting classes include: Parenting Styles and Goals, How to Identify At Risk Behavior, The Importance of Higher Education, High School Graduation Requirements and CAHSEE, College and University Options, and many more. The Community and Family Outreach Liaison is always seeking ways to increase attendance at these courses. In the last year attendance has risen from five parents to twenty-five.

In addition, the Parent Center offers resources for medical, dental, mental health, substance abuse, homeless families, and family counseling. Parents have a dental mobile clinic and a cardiovascular mobile clinic sponsored by St. Joseph's Hospital available to them monthly.

Saddleback uses several methods to disseminate information to parents.

Teleparent is used to send information about student progress, teacher positive feedback and concerns to parents in their home language. The Saddleback website allows parents to access information such as special events, sports schedules, detailed college and career calendars, scholarship, and general financial aid information. A parent portal exists on the website with pertinent information in both English and Spanish.

*Teleparent records*

*Grade level parent sign-in sheets*

## **Evidence □ Notes**

*Financial Aid/FAFSA workshops sign-in sheets*

*Back-to-School Night sign-in sheets*

*Open House sign-in sheets*

*Counseling calendar*

*Parent sign-in sheets*

*Parent Partner attendance and materials*

*ELAC meeting minutes*

*Parent Club meeting minutes*

*Parent Club scholarships*

*Santa Ana Partnership*

*Padres Promotores roster*

*Santa Ana Partnership Events*

*Sign-in sheets*

*HEC Classroom Presentations*

All parent meetings with counselors are conducted in the evening and in both English and Spanish, including Financial Aid Parent Night and FAFSA workshops. Three out of the five guidance counselors and the Assistant Principal of Guidance are bilingual in English and Spanish. The Higher Education Center Coordinator is bilingual in English and Spanish. The administration and staff host the yearly Back to School Night in the fall and Open House in the spring to provide the parents an opportunity to meet the staff and learn about the academic and support programs available for students. Saddleback also has a number of bilingual staff members on campus who assist parents. The front office receptionist, clerical staff, attendance technician, student relations secretary, and all of the Assistant Principals are bilingual in English and Spanish.

Saddleback's counselors hold parent meetings for families of freshmen and sophomore students to help them create a learning plan. The information presented includes the graduation requirements, a-g requirements, and CSU and UC eligibility criteria as well as how to read their students' progress reports and transcripts. Last year, Saddleback held its first Parent Partner Conference on a Saturday, and over 600 people participated. The school provided childcare and a continental breakfast. Parents participated in discussions with counselors about graduation requirements and plans for credit recovery.

Parent and community organizations are a valued resource at Saddleback High School. The English Language Advisory Committee (ELAC) hosts monthly meetings for parents in both English and Spanish. The Parent Club is involved in fundraising for scholarships and also hosts parent meetings.

The *Padres Promotores de la Educación* was developed by the Santa Ana Partnership to empower Latino families with the knowledge about early college preparation and the opportunity to share this knowledge with other families in their community. Saddleback High School has eight *Padres Promotores* who work with parents. Last year, the *Padres Promotores* played a vital role in getting 600 people to attend the first Saturday Parent Partner Conference. These parents volunteered their time on a Saturday morning to make phone calls, alerting the parents of at-risk students to the importance of attending this meeting.

The Santa Ana Partnership is an integral partner in Saddleback's efforts to educate parents about higher education. The Santa Ana Partnership is a nationally recognized collaboration between the Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, University of California, Irvine. Sponsored events include College Application Late Nights, Family Financial Aid Night, FAFSA Late Nights, College Night, Senior Push, Junior Push, and *¡Adelante!*

Saddleback’s Senior Portfolio and Exit Interview program allows business partners and community members to be involved in an academically enriching personal growth experience. The Senior Portfolio and Exit Interview provide tools for students and all other stakeholders to assess whether students have mastered the *Expected Schoolwide Learning Results* (ESLRs) while at the same time reflecting on the California State Standards. Students have the opportunity to reflect on their four years of learning and growth and to connect their work to post-secondary goals. Through the interview process, community members are able to assess students’ interview skills and encourage students to talk about their high school years and future educational and career goals.

***Evidence □ Notes***

*Senior Exit Portfolios*  
*Senior interview schedule*  
*Senior interview evaluations*

**E2.**

**The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

Saddleback High School maintains a safe, orderly school environment that promotes a nurturing atmosphere and fosters learning. Saddleback’s goal is to promote a healthy school site that places an emphasis on student success, safety, and achievement.

***Evidence □ Notes***

*SRO and DSO schedules*  
*SRO and DSO visibility*  
*Discipline records*  
*Safety Committee minutes*

Saddleback High School is a closed campus, including lunch time. All visitors are required to report to the main office before entering school facilities. The School Resource Officer (SRO), a member of the Santa Ana Police Department, maintains an on-campus presence and has an office in the administration building. Four District Safety Officers (DSOs) are present on campus for safety. Administrators, the SRO, and the DSOs are accessible and visible all around campus, especially during passing periods and lunch. Two DSOs ride bicycles on campus and are able to cover more ground and get to any situation that may arise quickly.

Saddleback High School has increased its efforts to address truancy and punctuality issues. In the 2010-2011 school year, Saddleback received the *Most Improved High School Attendance* banner for four of the 10 months.

*Attendance banners and program records*

Teachers are encouraged to work closely with parents at the first sign of student misbehavior. When warnings fail, teacher referrals to one of the Assistant Principals in the Student Relations Office lead to meetings with parents.

*Teacher parent contact logs*



## ***Evidence □ Notes***

### *Outreach home visit and call logs*

Student attendance is monitored each period, and automated phone calls are generated to parents when students are absent or tardy. The school has a certificated Outreach Consultant that monitors students who have excessive absences and/or tardies and contacts parents through telephone calls and home visits.

### *Safety Committee Agendas and Minutes*

The Safety Committee is comprised of administrators, teachers, and classified staff members who meet on a regular basis to review and address safety issues and procedures. Emergency drills are held throughout the year, and each classroom has a map outlining the evacuation route. Each classroom has an emergency backpacks containing first aid supplies. All of our coaches are certified in CPR.

### *Disaster Preparedness plan*

### *Modernization Plan*

Saddleback High School is undergoing modernization, in which a part of the campus has been closed during construction. The administration has been proactive in informing students and staff about ongoing construction and ensuring a safe traffic flow around affected areas.

### *Maps*

### *Posted ESLRs*

### *College Corner in the classrooms*

Saddleback High School's Mission Statement, College Majors branding, and the *Expected Schoolwide Learning Results* (ESLRs) reflect the school's philosophy of high expectations for all students.

### *School calendar*

### *PBIS committee sign-in sheet and minutes*

Saddleback High School has high expectations for all its students, both in achievement and in behavior. Expectations are clearly communicated by:

- Posted Learning Objectives
- ESLR posters
- A *College Corner* with information about SAT/ACT testing, college entrance requirements, and scholarship information
- Student progress reports are sent out every six weeks and at the end of the semester. Teachers also contact parents about student progress
- Truancy letters are sent home

The school is in the process of implementing the PBIS program in order to nurture a positive environment through behavior reinforcement.

### *School calendar*

### *Meeting schedule calendar*

The Instructional Leadership Team (ILT) meets monthly. This team is comprised of department chairs, administration, the school librarian, the GATE coordinator, and the lead counselor. Department chairs disseminate information from these meetings to their individual departments.

### *Modified Mondays Schedule*

Faculty meetings and department meetings are held according to the Modified Monday schedule. The Curriculum and Instruction Steering Committee (CISC) meets every other week after school. This committee is comprised of elected and appointed members, and it is this committee's role to administer the SIG and implement policies that ensure compliance. The School Site Council meets once a month after school. Administrators, school staff, students, and parents comprise this group. This group oversees the allocation of school funds and reviews school site documents.

All staff members have individual email and phone access. They receive the College Majors Bulletin every Monday that details up-coming events and pertinent information. Parents have access to this information via the school online calendar.

**E3.**

**All students receive appropriate support along with an individualized learning plan to help ensure academic success.**

Saddleback is a caring community that provides a full spectrum of resources to assist with the educational success of its students. Our goal is to ensure that all our students meet academic standards, achieve the ESLRs, satisfy graduation requirements, continue to a higher educational institution, and achieve to their highest potential.

Saddleback High School has five counselors and a Higher Education Center coordinator who work to optimize student success. All students receive comprehensive and personalized academic counseling. A protocol is in place for students to see their counselors to discuss academic and personal needs. After each progress report and report card grading period, at-risk students and their parents are invited to meet with counselors to discuss their progress towards graduation.

Students benefit from additional counseling support provided by our partnership with Orange County Department of Education (OCDE) Mental Health Services, which provides support to individual students, families, and small groups through parent presentations and referrals. The Coordination of Services Team (COST) has been implemented to identify and refer students in need of additional support services.

***Evidence □ Notes***

*CISC and SSC Meeting Agendas and Minutes*

*Staff Directory (school website)*

*College Majors Bulletin and Calendars*

***Evidence □ Notes***

*Higher Education Center Resources*

*ASAP Presentation Materials*

*Counseling service calendar*

*Student plans Program sheets*

*SOS Program*

*COST sign-ins and minutes*

## *Evidence □ Notes*

### *Higher Education Center calendar and materials*

In collaboration with the counselors, the Higher Education Center Coordinator works with individual students and groups to make higher education a reality. The Higher Education Center (HEC) is designed to be a student- and parent-centered one-stop information and service center to advance college-going rates among all high school students. The center serves as a resource to high school counselors, teachers, parents, students, and higher education partners. The Higher Education Center Coordinator provides information on financial aid, the college application process, college options, early college preparation, and academic and test preparation to students from ninth through twelfth grade. Counseling and outreach staff from higher education partnership institutions provide on-site support and work in coordination with the Higher Education Center Coordinator.

### *Santa Ana Partnership*

#### *HEC Website*

#### *Student Sign-in Sheets*

#### *Higher Education Center Building*

#### *Advisement Logs*

The Santa Ana Partnership is a key partner in our goal to help create and enhance the college-going culture at Saddleback. Members include Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, and University of California, Irvine. These partner institutions assist the Higher Education Center Coordinator with college application late nights and FAFSA late nights in October, November, January, and February. During these late nights the Higher Education Center is open until 7:00 or 7:30 p.m. to assist students and their parents with applications.

The partnership also provides outreach specialists who are available on campus at least two times a week and have a permanent office space to assist students academically and initiate partnership programs. These programs include:

#### *EAOP*

#### *EAOP records*

The University of California's EAP program works with students at underserved schools and prepares them for postsecondary educational opportunities. Saddleback has 117 students who participate in this program, and 90% of our graduates who were accepted to UCI were part of EAOP.

#### *GEAR UP*

#### *GEAR UP records*

GEAR UP helps students prepare for college. Every freshman is part of GEAR UP. They receive the curriculum during their ASAP classes. UCI representatives are available two to three times per week to assist GEAR UP students, and the program sponsors three academic field trips per year.

**Evidence □ Notes**

*Santa Ana College Outreach*

SAC outreach staff provides college outreach support and services to high school students interested in attending Santa Ana. A representative is available two to three days per week and helps 120-300 graduating seniors per year make the transition into Santa Ana College.

*SAC placement testing schedule*

*SAC registration schedule*

*Talent Search, SAC*

Talent Search prepares students to be eligible for the post-secondary institutions of their choice upon graduating from high school. Students and parents annually sign an education plan that charts the students' progress in meeting a-g requirements. Fee waivers for tests and college applications are also provided; 160 students participate in this program.

*SAC representative logs*

*Titan Choices*

The California State University, Fullerton outreach program works with CSU eligible seniors. Interns present information about college. Approximately 30 students per year are accepted to CSUF as a result of this program.

*Guest Speaker Notes*

*Upward Bound, CSUF*

The goal of Upward Bound is "to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education."

*CSU mentor logs*

*Upward Bound, SAC*

The Upward Bound Programs gives students a residential experience at Chapman University, encourages students to pursue a college education, and provides participants personalized college preparation through personal counseling, academic advising, and tutorial assistance. Students in both versions of Upward Bound receive tutoring once per week.

*Upward Bound enrollment*

In addition to our Santa Ana Partnership academic preparation programs, Saddleback also has the AVID (Advancement Via Individual Determination) program, which provides personalized services to students determined to enter four year colleges, most of whom come from underrepresented groups or first generation college-going families. Saddleback also has the *Puente* program, whose mission is to enhance the potential of all students to enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. The *Puente* program services approximately 130 students.

*AVID enrollment*

*Puente enrollment*

## ***Evidence* □ *Notes***

*NJROTC  
enrollment and  
activities calendar*

Saddleback students also may join the NJROTC (Navy Junior Reserve Officers Training Corps), which is housed on our campus. There are two instructors, an officer and an enlisted man, who work with approximately 85 students from the district. The NJROTC accredited curriculum emphasizes citizenship and leadership development as well as our maritime heritage, the significance of sea power, and Naval topics such as the fundamentals of Naval operations, seamanship, navigation, and meteorology.

*¡Adelante!  
Partnership  
Agreement*

Santa Ana ¡Adelante! offers qualifying SAUSD students an opportunity to be first in line on the path to college, guaranteed admission to California State University, Fullerton, or the University of California, Irvine, upon completion of all academic and application requirements as well as significant assistance and expert guidance along the way. The new program guarantees participating students priority registration at Santa Ana College and guaranteed transfers to attend CSUF or UCI, where they will complete their bachelor's degree.

*ROP Class Rosters  
ROP Curriculum*

The Regional Occupational Program (ROP) provides exemplary career technical education and workforce preparation that contribute to student academic and career success and to the economic development of the community. ROP offers ten a-g approved courses and several CTE courses. Currently, ROP has an enrollment of at least 350 students in these courses. Besides the Certificate of Competencies students receive upon successfully completing an ROP course, industry certification is included within some courses. ROP has articulation agreements with several higher education institutions in our local area, which affords students the opportunity to earn college credit. In addition, seniors who successfully complete at least one ROP course are eligible to apply for an ROP college scholarship.

*Master schedule  
Special education  
classroom rosters  
IEP's  
IEP meetings  
calendar*

The Special Education Department provides guidance, support, tutoring, and mentoring to achieve results. All students in the Special Education program have a case carrier and regularly scheduled IEP meetings. Special Education students are involved in the Resource Specialist Program (RSP) or the Severely Handicapped (SH) program. Special Education students have a designated counselor. This counselor works with teachers, the two Special Education Department heads, parents, and the school psychologist to devise strategies for Special Education students to be successful in their learning environment and to place them in their least restrictive environment in accordance with their IEPs.

**Evidence □ Notes**

Saddleback also has a WorkAbility Program and a Job Developer who works with the Special Education Department and counselor to provide opportunities for students. WorkAbility is a school-to-work program that provides comprehensive career assessment, guidance, job development and worksite training, employment opportunities, and job placement support for Special Education students ages 12-22. High school students participate in paid and non-paid work experience. Job placement and work experience start at age 16.

*WorkAbility job placement roster*

Students who are English Learners have language instruction and support to accelerate their acquisition of verbal and written academic English. Saddleback has an ELD Coordinator who oversees the ELD program. CELDT testing is given to continuing students in October. Students and their families can monitor their progress in English from year to year. English Learners who have scored in the Basic or Early Intermediate levels on the CELDT are assigned to a two-period period Intensive Intervention class.

*ELD program  
CELDT testing calendar  
Master schedule*

All students, including Special Education students and English Learners, are mainstreamed in Intensive Intervention classes if their performance levels are more than two years below grade level. Students who score between six months and two years below grade level in performance are placed in Strategic English classes, which are two-period classes.

*Student placement guidelines*

The state of California requires all students to pass the California High School Exit Exam in order to earn a high school graduation diploma. Students who have not passed the CAHSEE are placed in extra classes in Math and Language Arts in order to support achievement. These classes are founded on state-approved materials, such as the study guides developed by Orange County Department of Education and the California State Department of Education.

*CAHSEE course enrollment*

Saddleback has a Math TOSA who oversees the Math Department and manages chapter tests and supplemental material. The Math Department offers a full spectrum of courses to meet student needs. These include core content classes (Algebra I, Geometry, and Algebra II), honors (Geometry 9, Algebra II, and Math Analysis), Advanced Placement Calculus, and other electives (College Algebra, Probability and Statistics). Special Education student can take Algebra Readiness in order to meet their mathematical needs. In addition, Saddleback offers support classes for the CAHSEE and courses targeted to assist the English Learner and Special Education populations.

*Math program  
Master schedule*

***Evidence* □ *Notes***

*Student placement guidelines*

As a means to help at-risk students in Math, Saddleback has incorporated two-period support classes to provide extended learning time within the school day. To ensure proper placement within general education classes, the Math TOSA uses multiple measures, which include CST scores, pre-requisite grades, and teacher recommendations.

*GEAR UP Math tutors schedule*

Through the GEAR UP Grant, the Math staff was able to obtain UCI Math tutors to assist all grade 9 support and CAHSEE classes. The Saturday Math Academy and credit recovery classes help students remediate skills and meet graduation requirements. The Math TOSA designs the curriculum for targeted intervention programs and analyzes data trends for their effectiveness.

*Master schedule*

*Academic Tutoring Schedule*

*Teacher lesson plans*

Academic Tutoring (AT) was built into the regular school day to ensure all students have access to extended learning opportunities. This is a 37-minute period on Tuesdays, Wednesdays, and Thursdays. During this time, students go to their assigned class periods on a two-week rotating schedule: periods 1, 2, 3 in week one; periods 4, 5, 6 in week two. Teachers utilize the recommended eight instructional strategies for this period.

*Saturday CAHSEE and College Majors Academy Curriculum*

Saddleback offers a variety of intervention programs such as the Saturday CAHSEE Academy, the College Majors Academy, Credit Recovery, and Academic Tutoring to reinforce skills, to ensure success for all students, and to help students recover credits when necessary. The curriculum was designed by the Math TOSA and key staff from all disciplines using CST released questions and CAHSEE blueprints.

**E4.**

**To what extent do students have access to a system of personal support service, activities, and opportunities at the school and within the community?**

***Evidence* □ *Notes***

*PBIS*

Positive Behavioral Intervention Strategies (PBIS) is in the initial stages of implementation. PBIS strategies are based on discipline data and teacher input to help change the culture of the school. The PBIS committee has attended trainings and has developed the operational framework for achieving these outcomes: our PBIS motto, incentive cards, and written lessons to introduce PBIS to students. PBIS will be fully implemented in fall 2012. At that time, lessons will be delivered to students through ASAP.

	<i><b>Evidence □ Notes</b></i>
<p>On Mondays and Fridays, students attend their ASAP (Academic Scholars Achievement Program) class for a 25-minute period every Monday and a 37-minute period every Friday. Students are grouped in their ASAP class by grade level. The ASAP class provides a venue to talk to students about grades, college, study skills, and character building.</p>	<p><i>CollegeEd Calendar</i></p> <p><i>ASAP Calendar</i></p> <p><i>ASAP Committee minutes</i></p>
<p>On most Fridays, students work on the CollegeEd curriculum. For grade 9 students, it is GEAR UP Mondays, and lessons revolve around assisting students with academic preparation for college. For grade 10 students the focus is CAHSEE preparation. Grade 11 students focus on college and career options. Grade 12 students emphasis is Senior Responsibility, which discusses college applications, financial aid, scholarship opportunities, and the Senior Exit Portfolio.</p>	<p><i>GEAR UP Lesson Plans</i></p> <p><i>CAHSEE Preparation Booklet</i></p>
<p>The Saddleback Student Council (ASB) is an active leadership group that promotes many activities throughout the year. There are approximately 50 students in the zero period Leadership class that meets daily. The ASB officers make up the Executive Board and facilitate weekly student council meetings.</p>	<p><i>Master Calendar</i></p>
<p>Sophomore, Junior, and Senior class officers are elected by their peers. Freshman officers are selected from applications received at the eighth-grade high school orientation held in the Spring during registration. All students are eligible to participate in student government by serving on one of seven commissions that include: Clubs, Community Service, Academics, Pep and Assembly, Hospitality, Fine Arts and Elections by signing up and meeting with the ASB Executive Council and Advisor. Student Congress is comprised of students from all grade levels and are selected by their ASAP teacher to represent the voice of their respective advisement classes. Student Congress meetings are held monthly and are chaired by the ASB Vice President.</p>	<p><i>ASB Applications</i></p> <p><i>ASB Calendar</i></p>
<p>ASB is involved in all aspects of student life. There are five schoolwide assemblies per year, which includes the Renaissance Assembly at the end of the school year. ASB is responsible for planning, and facilitating all aspects of each assembly, which includes: set up, clean up, performances, publicity, and video productions. The assemblies are: Homecoming, Fall, Winter, and Spring Sports, and Renaissance.</p>	<p><i>Community Service Records in ASB Office</i></p>



## *Evidence □ Notes*

### *Blood Drive Sign In Sheets*

At the Renaissance Assembly, students are recognized for perfect attendance, community service hours, and for being in the top 10% of each grade level. Two honors are given: Renaissance Student of the Year (selected by the counselors), and Renaissance Teacher of the Year (selected by the student body). Another opportunity for schoolwide student involvement is the lunchtime activities that are held several times throughout the school year to promote spirit and unity amongst the student body. Student Congress offers suggestions that reflect the entire student population.

ASB also sponsors a blood drive twice a year in which over 100 units of blood are collected at each drive. Students, with parent permission, participate as donors as do teachers and staff. Every year, ASB participates in a Thanksgiving Food Drive by collecting canned foods by advisement class. The donated food is given to local food banks for distribution.

### *Athlete and Student of the Month Awards*

Another community service project is the creation of hygiene packs that include basic necessities and toiletries. These packs are given to local women's shelters. During Back-to-School Night (Fall), Open House (Spring), and 8<sup>th</sup> Grade Visitation Day (Spring) student council members assist students, parents, and staff in all facets of these events. ASB students prepare and distribute the *Student of the Six Weeks* awards that are given as an acknowledgement for achievement or improvement by each teacher. Additionally, ASB recognizes The Athlete of the Month (every sport; by season), and the *Performer of the Month (Cheer, Choir, Dance, Band)*. These awards are determined by the coach or advisor.

### *Club data on school website*

### *Club Rush photos Team rosters*

Clubs are an important part of Saddleback campus life. There are approximately 15 active clubs on campus. Club Rush, an annual event, is held in the Fall for member recruitment. During both lunches in the Student Quad, students are given the opportunity to talk with club representatives, pick up literature about the club, and sign up for membership. This is available to all students on campus. During Student Congress meetings, representatives are asked to poll their classes for new clubs to be added to the roster. Each club holds elections and establishes meeting times; most clubs meet bi-weekly and are required to submit an annual member roster, constitution, and budget to the district office. Club Commissioners host monthly inter-council meetings consisting of club officers to support programs within the club. This includes, but is not limited to, assisting with promotion of events, and the necessary paperwork to execute it; discussion of membership issues; and calendaring each club's activities and meetings throughout the year. In addition to the many clubs, Saddleback has 15 sports teams comprised of boys, girls, and co-ed teams.

***Evidence □ Notes***

ASB sponsors the Homecoming dance and the Junior-Senior Prom. Ticket prices for all dances are set with all students in mind, and therefore, are not considered fundraisers. Student Congress representatives collect data from each of their classes that reflects student interest to enhance attendance by 30-40% at each event.

*ASB Calendar*

Saddleback High School has several community programs to which students may apply. The applications for most of these programs are available to students in the Higher Education Center. The Higher Education Center Coordinator facilitates the application and selection process for many of these programs. Saddleback students are encouraged to participate in these highly successful programs. These programs range from leadership conferences to paid summer internships.

*List of mentees  
Mentor/mentee  
calendar  
Interview  
schedules  
Posters*

*Achievement Institute of Scientific Studies (AISS)*

Every other year, sophomores are recruited to apply for this program. Three to five students are selected from Saddleback. This program helps economically disadvantaged high school students gain a university education in the careers of Science, Technology, Engineering, and Mathematics (STEM). It plans to help reduce the high school dropout rate, help parents of economically disadvantaged high school students understand the value of a university education, provide guidance in prospective careers in STEM fields through AISS industry and academic partners, and assist students in applying to colleges and universities as STEM majors. It provides students with lessons in leadership, teamwork, cooperation, time management, manners, attire, compartment and personal presentation skills.

*AISS program  
STEM program*

*The Bar Foundation Higher Education Mentoring Program*

This program selects three to five students from Saddleback. The Higher Education Mentoring Program is a two-year college preparation program for Latino students in their junior and senior year of high school. It provides students with college preparation assistance through program mentoring sessions with university students and career professionals. Some program highlights include: personal statement workshops, self-esteem and leadership workshops, campus tours, career panels, and financial aid and scholarship workshops.

*Bar Foundation  
Higher Education  
Mentoring  
Program*

**Evidence □ Notes**

*Boy's State*

*Higher Education  
Center calendar  
ASB  
announcements  
Applications for  
programs*

American Legion Boy's State is among the most respected educational programs of government instruction for high school students. Each participant becomes a part of the operation of his local, county and state government. At American Legion Boy's State, participants are exposed to the rights and privileges and the duties and responsibilities of a citizen. One junior boy is selected to represent Saddleback.

*List of mentees  
Mentor/mentee  
calendar*

*Career Beginnings Mentoring Program:*

There are five Saddleback students in this program this year. Participation varies from five to seven students per year. Students in this program are eligible for scholarships, and Saddleback has had scholarship recipients every year for the last several years. CBMP works with our school district and business professionals to provide mentors for high school students. CBMP's mission is to transition youth from high school into higher education and vocations so they can become successful, prepared, contributing adults.

*CBMP invitations*

Saddleback students are invited to apply in the spring of their junior year and are assigned a mentor in the fall of their senior year. The role of the mentor is to assist students in overcoming obstacles that may prevent them from entering college. Some of these obstacles may include weak academic skills, family responsibilities, financial constraints, or lack of career direction. Students meet with their mentors on a regular basis, and once a month there are evening meetings that include parents, students, and mentors. Topics such as Preparing for College, Career Showcase, Resumes, Time Management, and Interviews are addressed at these evening meetings. There are also activities tied in with the topic for the evening. At the end of the year students are eligible to apply for several college scholarships that are made possible by donations received from mentors, private donors, and corporate contributions throughout the year.

*COSMOS*

*COSMOS program*

COSMOS Motivates the most creative students to pursue careers as scientists, engineers, and Mathematicians. COSMOS offers an exciting learning experience that features hands-on experimentation. Participation in this program has been low.

**Evidence □ Notes**

*Girl's State*

High school girls, who have completed their Junior year, spend an intensive week of study, working together as self-governing citizens at Auxiliary-sponsored Girls State programs in every state (with the exception of Hawaii). One junior girl is selected to represent Saddleback each year.

*Higher Education  
Center calendar  
ASB  
announcements*

*HOBY*

Hugh O'Brian Youth Leadership Program inspires and develops youth and volunteers to perform leadership, service, and innovation. Every year 9,000 high school sophomores are selected from across the country. The program teaches students social responsibility and what it means to be a global citizen. It takes place in North and South America, Asia, and Africa. One sophomore student is selected to represent Saddleback every year.

*Applications for  
programs*

*Project SELF*

Project SELF (Summer Employment with Law Firms) provides high school students the opportunity to have a paid internship at a law related agency, or business and provides them with an educational experience. This program is open to junior students and two to 10 students are selected as interns each year.

*Project SELF  
program  
Interview  
schedules  
Posters*

*Saturday Academy of Law (SAL)*

The Saturday Academy of Law provides ninth grade students in Santa Ana with an opportunity to improve their reading, writing and speaking skills through the exciting field of law while providing students with the opportunity to interact with UCI faculty and legal professionals. There currently are 17 Saddleback students participating in this program.

*Saturday  
Academy of Law*

*Simon Scholars*

The Simon Family Foundation helps students with difficult life and economic circumstances achieve the American dream through a college education. Each student selected receives a \$16,000.00 college scholarship. Saddleback is one of two schools in the district that offers this program and there currently are 17 Simon Scholars from Saddleback.

*Simon Scholars*

## ***Evidence* □ *Notes***

### *Solorio Scholars*

#### *Solorio Scholars program*

This scholarship was created to inspire high school students from central Orange County to apply for college. The Solorio Scholars receive personalized help with college applications, get feedback on their personal statement, win up to \$250 per student for application fees or travel for college visits, receive \$100 for college textbooks upon registering for college, and are recognized at an awards ceremony. The number of students selected varies from year to year. Last year Saddleback had five Solorio Scholars.

### *Young Senators Program*

#### *Young Senators program*

The Young Senators Program is a program for high school students to learn and actively engage in California's legislative process. It is open to all students interested in getting involved with their community while learning about the legislative process.

## **Areas of Strength**

1. Saddleback offers a number of personalized support services for students and their families to ensure success for all students.
2. The establishment of the Parent Center on campus has expanded opportunities for parent involvement.
3. Parents are more informed of graduation requirements and student progress due to counselor parent meetings, parent education classes, and the efforts of the Community and Family Outreach Liaison.
4. The Santa Ana Partnership provides students with access to additional resources that help students attain the goal of higher education.
5. The Higher Education Center promotes a variety of college and financial aid programs to students and assists them in completing their applications.
6. Saddleback offers targeted intervention programs in ELA and Math in all grades to improve skills and ensure student success.

## **Prioritized Areas for Growth**

1. Implement the operational framework of PBIS schoolwide.
2. Continue to refine and market the College Majors brand.
3. Increase student utilization of targeted support programs.

# Saddleback High School **Action Plan**



## Chapter Five: the Action Plan

Saddleback High School's mission is to offer a rigorous curriculum with personalized support services to attain academic proficiency for all students. The staff has made significant strides to achieve this goal through the use of student performance data to inform instruction and a lesson structure centered on academic vocabulary to ensure equal access for the English Learner. Research based strategies such as Learning Objectives, Thinking Maps, and checking for understanding strategies have been incorporated to maintain consistent instructional practices schoolwide. Teachers collaborate in course-alike groups to build a common understanding of student needs and share resources and successful practices.

The master schedule has been expanded to offer a variety of courses designed to meet the needs of all students. Targeted intervention programs for all grade levels have been built into and around the school day to ensure maximum attendance. Future plans include the use of online programs and innovative technology to further ensure student success.

Coordinators, TOSAs, and counselors support this schoolwide effort as they monitor student placement and promote a college-readiness culture through classroom visitations and one-on-one student conferences. COST and PBIS have also been implemented to reinforce positive behavior and identify at-risk students in need of additional support services.

Strides have been made to achieve greater parent involvement in the learning process. Parent meetings have been initiated to inform parents of schoolwide initiatives and student expectations. A Parent Center has been created to facilitate parent access. Teachers inform parents when students are at risk for failure and also when students are showing signs of improvement.

Gains are being made in ELA and Math and all disciplines, but more work is needed to fully accomplish the three Critical Needs:

- Attainment of Academic Proficiency for the English Learner
- Successful performance in higher levels of math
- Support services to help all students achieve

Through the WASC Self-Study process, evidence has shown that Saddleback is indeed moving in a positive direction to achieve its goals. Course offerings, targeted interventions, and schoolwide initiatives are continually monitored and revised through The School Improvement Cycle. They support the districts Secondary Indicators for College And Career Readiness, the Single Plan for Student Achievement (SPSA), and initial work conducted by the CISC to build a 5-year Vision Plan. Tony Wagner's work (*21<sup>st</sup> Century Survival Skills, Rigor Redefined*) and similar articles (*21<sup>st</sup> Century Readiness for Every Child, Comparison of 20<sup>th</sup> Century Classroom & 21<sup>st</sup> Century Classroom*) were reviewed as source materials. These ideas serve as the foundation for the WASC Action Plan to maintain a focused effort on the teaching and learning process and essential support programs.

## Saddleback High School – Schoolwide Action Plan

**Goal #1: English Learner Attainment of Academic Proficiency** through improved instructional delivery, support services, and targeted intervention

**Rationale: English Learners attain academic proficiency by:**

- Student attains English proficiency as measured by CELDT
- Student reclassifies to RFEP
- Student scores proficient or advanced on CAHSEE English Language Arts
- Student completes ELA classes (with a grade or C or better)
- Student completes higher level math classes (with a grade of C or better)
- Student completes a-g requirements (with a grade of C or better)

**ESLRs:**

- **Academic Achievers** – Every student will demonstrate proficiency in the skills of reading, writing and mathematics
- **Effective Communicators** – Every student will develop and demonstrate effective communication skills
- **Critical Thinkers** – Every student will apply knowledge and skills to solve problems and make decisions
- **Quality Producers** – Every student will use resources to produce quality work

**Goal #1: EL Attainment of Academic Proficiency**

Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
<b>Objective 1:</b> Schoolwide Alignment of Instruction, Strategies and Material with Content Standards	<ul style="list-style-type: none"> <li>• Teachers provide equal access to a rigorous core curriculum for all students</li> <li>• Teachers adhere to district pacing guides to support student attainment of content standards</li> </ul>	Teachers	On-going	District Pacing Guides



<b>Goal #1: EL Attainment of Academic Proficiency</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
<b>Objective 1:</b> Schoolwide Alignment of Instruction, Strategies and Material with Content Standards	<ul style="list-style-type: none"> <li>Teachers identify English Learners, analyze assessment data and plan lessons with an emphasis on sheltered instruction, academic vocabulary, and differentiation strategies</li> <li>English Language Development (ELD) Coordinator collaborates with staff to monitor the academic progress of English Learners and RFEP students</li> <li>The Learning Director, ELD Coordinator, and ELA Chair assist teachers to implement the adopted instructional program with fidelity, analyze student data, and place students in the appropriate ELA classes</li> <li>Teachers use standards-based Learning Objectives. Students demonstrate understanding of Learning Objectives through a variety of proving behaviors</li> <li>Teachers incorporate research based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly English Learners</li> <li>Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP)</li> <li>Teachers in all academic areas incorporate writing assignments into the curriculum</li> <li>Hold monthly English Language Advisory Committee (ELAC) meetings that provide opportunities for parents of English Learners to discuss targeted intervention</li> </ul>	ELD Coordinator  Learning Director ELD Coordinator, ELA Chair	On-going          Monthly	Release Days Agendas and Minutes  Master Schedule  Placement Guidelines  Walkthrough data  Modified Monday Agendas and Minutes  Planning Instruction for All Students  ELAC Minutes  Parent Center Agendas

Goal #1: EL Attainment of Academic Proficiency				
Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
	<p>programs in acquiring English</p> <ul style="list-style-type: none"> <li>The Learning Director and the ELD Coordinator conduct parent meetings to provide information regarding CELDT proficiency levels, Title III accountability, district reclassification criteria, and targeted intervention programs</li> <li>Annual 8<sup>th</sup> Grade Visitation Day, where intermediate school students tour the Saddleback campus to learn about school culture, course offerings, athletics, and activities</li> </ul>	<p><i>Padres Promotores</i></p> <p>Learning Director</p> <p>ELD Coordinator</p> <p>Community and Family Outreach Liaison</p> <p>Administration and Certificated staff</p>	Annually	Event Agenda
<p><b>Objective 2:</b> Extended Learning/Interventions</p>	<ul style="list-style-type: none"> <li>Support staff utilize eScholar dashboard technology to monitor academic progress of English Learners</li> <li>Students attend Intensive Intervention classes up to four semesters (with a grade of C or better)</li> <li>Teachers use student assessments and the School Improvement Cycle to ensure interventions are adequately supporting all students, particularly English Learners</li> </ul>	<p>Certificated Support Staff</p> <p>Administration</p> <p>Counseling Staff</p>	On-going	<p>eScholar logs</p> <p>Academic Guidance Reports</p>

<b>Goal #1: EL Attainment of Academic Proficiency</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
	<ul style="list-style-type: none"> <li>Incoming grade 9 students attend the College Majors Summer Academy to strengthen English Language Arts skills</li> <li>Grade 10 students attend Saturday CAHSEE Academy to strengthen English Language Arts skills</li> <li>Grade 11-12 Students who have not passed the CAHSEE attend CAHSEE Prep classes during the school day</li> <li>Students use Academic Tutoring time to practice speaking, writing, reading, and listening skills</li> </ul>	Operations Administrator  Learning Director  CM Focus coordinator  ELA staff	Summer  Spring  On-going	Attendance verification  Master Schedule
<b>Objective 3: Technology</b>	<ul style="list-style-type: none"> <li>Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards</li> <li>Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery</li> <li>Maintain the College Majors Bulletin to ensure effective communication schoolwide</li> </ul>	Administration  CISC  Principal	On-going  Weekly	CISC Agenda and Minutes  College Majors Bulletin

Goal #1: EL Attainment of Academic Proficiency				
Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
<b>Objective 4:</b> Professional Development	<ul style="list-style-type: none"> <li>Modified Monday Late Starts are used for staff collaboration and department meetings</li> <li>Train all teachers to plan and deliver lessons with content and language objectives (SIOP)</li> <li>Focus department meetings, staff meetings, and release days on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps. Teachers plan instruction using the <i>Planning Instruction for All Students</i> model, and monitor student progress toward meeting state ELA standards</li> </ul>	Administration  CISC	Bi-monthly          On-going	Modified Mondays Agendas and Minutes  CISC Agenda and Minutes   Planning Instruction for All Students  Walkthrough data

**Goal #2: Increased Higher Level Mathematics Achievement** through improved instructional delivery, support services, and targeted intervention.

**Rationale: Successful student achievement in higher level mathematics is met by:**

- Student scores Ready for CSU or Participating CCC College-level Math Classes on the Early Assessment Program (EAP) test in Algebra II
- Student scores 550 or above on the math section of the SAT and 23 or above on the ACT aptitude tests
- Student scores proficient or advanced on CAHSEE in Math
- Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better)
- Student completes Algebra I and Algebra II (with a grade of C or better)

**ESLRs:**

- **Academic Achievers** – Every student will demonstrate proficiency in the skills of reading, writing and mathematics
- **Critical Thinkers** – Every student will apply knowledge and skills to solve problems and make decisions

**Goal #2: Increased Student Achievement In Higher Level Mathematics Classes**

Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
<p><b>Objective 1:</b> Schoolwide Strategies and Practices</p>	<ul style="list-style-type: none"> <li>• Teachers provide equal access to a rigorous core curriculum for all students</li> <li>• Teachers adhere to district pacing guides to support student attainment of math standards</li> <li>• Teachers use standards-based Learning Objectives. Students will demonstrate understanding of Learning Objectives through a variety of proving behaviors</li> </ul>	<p>Administration</p> <p>Teachers</p>	<p>On-going</p>	<p>Walkthrough data</p> <p>Pacing Guides</p>

<b>Goal #2: Increased Student Achievement In Higher Level Mathematics Classes</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
	<ul style="list-style-type: none"> <li>Teachers incorporate research based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly English Learners</li> <li>Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP)</li> <li>Teachers analyze data and plan lessons with an emphasis on academic vocabulary and differentiation strategies</li> <li>The Math TOSA assists teachers to implement the adopted instructional program with fidelity, manage common assessments, and analyze student data</li> <li>Administration, Math TOSA and Counselors place students in the appropriate math classes</li> <li>Teachers use the School Improvement Cycle to ensure interventions are adequately supporting all students, particularly Algebra I students</li> </ul>	<p>Math TOSA</p> <p>Administration</p> <p>Math TOSA</p> <p>Counselors</p>		<p>Department Minutes and Agendas</p> <p>Student Performance Data</p>
<b>Objective 2:</b> Extended Learning/Interventions	<ul style="list-style-type: none"> <li>Incoming grade 9 students attend the College Majors Summer Academy to strengthen math skills</li> <li>Grade 10 students attend Saturday CAHSEE Academy to strengthen math skills</li> </ul>	<p>Math TOSA</p> <p>Teachers</p>	Summer	<p>College Majors Academy Pacing Guide</p> <p>Saturday CAHSEE Academy Pacing Guide</p>

<b>Goal #2: Increased Student Achievement In Higher Level Mathematics Classes</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
	<ul style="list-style-type: none"> <li>Grade 11-12 students who have not passed the CAHSEE attend CAHSEE prep classes during the school day</li> <li>Students utilize Academic Tutoring time to reinforce math skills</li> </ul>		Spring  On-going	
<b>Objective 3:</b> Technology	<ul style="list-style-type: none"> <li>Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards</li> <li>Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery</li> <li>Maintain the College Majors Bulletin to ensure effective communication schoolwide</li> </ul>	Administration  CISC	On-going	CISC Agenda and Minutes          College Majors Bulletin

Goal #2: Increased Student Achievement In Higher Level Mathematics Classes				
Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
<b>Objective 4:</b> Professional Development	<ul style="list-style-type: none"> <li>Modified Monday Late Starts provide collaboration time for professional development and department meetings</li> <li>Train all teachers to plan and deliver lesson with content and language objectives (SIOP)</li> <li>Focus department and staff meetings on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps. Teachers plan instruction using the <i>Planning Instruction for All Students</i> model, and monitor students' progress towards meeting state standards in math</li> <li>Provide release time for math staff to work collaboratively in analyzing student data, plan instruction, and set short/long term instructional goals</li> <li>Provide release time for vertical alignment of the instructional program</li> <li>Provide opportunities for academic counselors to participate in selected math department meetings to gain a clear understanding of student multiple assessments (including CST, CELDT, District Benchmarks, and demographic data) for the purpose of appropriate placement of students</li> </ul>	Administration  CISC      Math TOSA  Teachers	Bi-monthly      On-going	Modified Mondays Agendas and Minutes  CISC Agenda and Minutes  Student Performance Data     Release Day Minutes    Math/Counseling Meeting Minutes



**Goal #3: Increased Student Support to Help Students Attain Academic Proficiency through support services and targeted intervention.**

**Rationale: Support Programs facilitate the attainment of Academic Proficiency as demonstrated by performance, grades and assessments:**

- Student scores ready for CSU or Participating CCC College-level Classes in ELA and Math on the Early Assessment Program (EAP) test.
- Student scores 550 or above on the English and math section of the SAT and 23 or above on the ACT aptitude tests
- Student scores proficient or advanced on CAHSEE in ELA and Math
- Student scores proficient on the District Writing Assessment (DWA)
- Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better)
- Student completes Algebra I and Algebra II (with a grade of C or better)

**ESLRs:**

- **Academic Achievers** – Every student will demonstrate proficiency in the skills of reading, writing and mathematics
- **Effective Communicators** – Every student will develop and demonstrate effective communication skills
- **Critical Thinkers** – Every student will apply knowledge and skills to solve problems and make decisions
- **Responsible Citizens** – Every student will be responsible for his/her achievements and actions
- **Quality Producers** – Every student will use resources to produce quality work

**Goal #3: Increased Student Support to Help Students Attain Academic Proficiency**

Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
<p><b>Objective 1:</b> Schoolwide Strategies and Practices</p>	<ul style="list-style-type: none"> <li>• Continue the Academic Scholars Achievement Program (ASAP) which provides grade level support for all students</li> </ul>	<p>ASAP Coordinator  ASAP Committee</p>	<p>On-going</p>	<p>ASAP lessons</p>

Goal #3: Increased Student Support to Help Students Attain Academic Proficiency				
Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
	<ul style="list-style-type: none"> <li>• Provide academic support for students through counselor conferences, group meetings, and classroom presentations regarding intervention programs, graduation requirements and college eligibility</li> <li>• Partner with Santa Ana College, CSU Fullerton, and UCI to communicate college preparedness opportunities through programs such as <i>¡Adelante!</i></li> <li>• The Higher Education Center (HEC) Coordinator collaborates with counseling staff to provide support for students and parents to meet deadlines for college entrance applications, entrance examinations and financial assistance</li> <li>• Teachers provide equal access to a rigorous core curriculum for all students</li> <li>• Teachers use standards-based Learning Objectives. Students will demonstrate understanding of Learning Objectives through a variety of proving behaviors</li> <li>• Teachers analyze data and plan lessons with an emphasis on academic vocabulary and differentiation strategies</li> </ul>	<p>Counseling staff</p> <p>HEC Coordinator</p>		<p>Student Pledges</p> <p>College Nights (FASFA, Applications)</p> <p>Walkthrough data</p> <p>District Pacing Guides</p> <p>CA Content Standards</p> <p>Collaboration Released Days</p> <p>Release Day Agenda and Minutes</p>

<b>Goal #3: Increased Student Support to Help Students Attain Academic Proficiency</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
	<ul style="list-style-type: none"> <li>• The Learning Director assists departments in implementing the adopted instructional program with fidelity, analyzing student data, and placing students in the appropriate classes</li> <li>• Implement the Positive Behavioral Intervention Support Program (PBIS) to create and support consistent and positive student behavior</li> <li>• Academic departments present student achievement data at parent meetings</li> <li>• Hold semi-annual student/parent academic nights in grades 9 and 10 to discuss academic progress and support</li> <li>• Increase community participation through the Parent Center</li> <li>• Hold an annual Parent Partnership Conference to provide information regarding the school's academic programs</li> <li>• Collaborate with district and local partners to provide effective parent workshops and trainings that will increase parent participation</li> </ul>	<p>Learning Director</p> <p>PBIS Committee</p> <p>Administration</p> <p>Operations Administrator</p> <p>Community and Family Outreach Liaison</p> <p>CM Focus Coordinator</p> <p>Community and Family Outreach Liaison</p>		<p>PBIS Meeting Agenda, Minutes and Materials</p> <p>Parent Meeting Agendas</p> <p>Parent Center Programs</p> <p>Parent Partnership Conference Program</p>



<b>Goal #3: Increased Student Support to Help Students Attain Academic Proficiency</b>				
<b>Objective</b>	<b>Steps to Achieve Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Monitoring &amp; Reporting</b>
	<ul style="list-style-type: none"> <li>Students who have not passed the CAHSEE attend CAHSEE prep classes during the school day</li> <li>Offer Credit Recovery classes on school days, Saturdays and non-student days</li> <li>Provide student access to interventions through the Student Success Team (SST), including COST referrals</li> <li>Continue partnership with the OCDE Mental Health Services to provide student interventions</li> </ul>	Learning Director CM Focus Coordinator Math TOSA Math and ELA staff Administration COST	Spring Fall/Spring On-going	Credit Recovery Pacing Guides COST Meeting Agendas and Minutes SOS Program
<b>Objective 3:</b> Technology	<ul style="list-style-type: none"> <li>Use Attention to Attendance (A2A) data and eScholar dashboard technology to monitor student academic status</li> <li>Provide technology to support college preparatory coursework and investigate higher education programs and opportunities</li> <li>Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards</li> <li>Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery</li> <li>Maintain the College Majors Bulletin to ensure effective communication schoolwide</li> </ul>	COST support staff Administration CISC Principal	On-going Weekly	A2A Reports College Majors Bulletin
<b>Objective 4:</b> Professional Development	<ul style="list-style-type: none"> <li>Continue to train staff in the use of the three data types (demographic, process and outcome), and implications for</li> </ul>	Administration	On-going	Modified Mondays Agendas

Goal #3: Increased Student Support to Help Students Attain Academic Proficiency				
Objective	Steps to Achieve Action	Person(s) Responsible	Timeline	Monitoring & Reporting
	<p>instructional planning to enhance student performance</p> <ul style="list-style-type: none"> <li>Teachers use Data Director to perform item analysis in order to identify the curricular areas in which students need extra support.</li> <li>Train all teachers to plan and deliver lessons with content and language objectives (SIOP)</li> <li>Focus department meetings, staff meetings, and release days on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps. Teachers plan instruction using the <i>Planning Instruction for All Students</i> model, and monitor students' progress in attaining academic proficiency</li> <li>Provide release time for core staff to work collaboratively in analyzing student data, plan instruction, and set short/long term instructional goals</li> <li>Implement the National Center for Transforming School Counseling program to help all students meet rigorous academic standards</li> </ul>	<p>Teachers</p> <p>Administration</p> <p>CISC</p> <p>Counseling staff</p>		<p>CISC Meeting Minutes</p> <p>Department Agendas and Minutes</p> <p>Planning Instruction for All Students</p> <p>NCTSC Program</p>

# Saddleback High School

## Appendix



## Appendix A: ESLR Poster

### Saddleback High School

# ESLRs

#### Expected Schoolwide Learning Results

Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world.



Luis Walter Alvarez, Ph.D.

### Academic Achievers

Every student will demonstrate proficiency in the skills of reading, writing and mathematics.



Thelma Meléndez de Santa Ana, Ph.D.



Carlos Helú

### Effective Communicators

Every student will develop and demonstrate effective communication skills.



Ellen DeGeneres



Steve Jobs

### Critical Thinkers

Every student will apply knowledge and skills to solve problems and make decisions.



Sonia Sotomayor, J.D.



Ronald Simon

### Responsible Citizens

Every student will be responsible for his/her achievements and actions.



Salma Hayek



Terry Rossio

### Quality Producers

Every student will use resources to produce quality work.



Jennifer Lopez



Neil Tyson, Ph.D.

### Life-Long Learners

Every student will continue learning by designing and developing a plan linking school to career.



Beyoncé Knowles



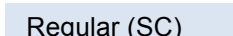






## Appendix B: Bell Schedule

<u>REGULAR</u>	<u>From</u>	<u>To</u>	<u>Min</u>	<u>COLLABORATION</u>	<u>From</u>	<u>To</u>	<u>Min</u>
Period 0	6:49	7:45	56	Period 0	6:58	7:45	47
WARNING	7:45	7:50	05	STAFF MEETINGS	7:50	8:50	60
PERIOD 1	7:50	8:46	56	PERIOD 1	8:56	9:43	47
PERIOD 2	8:52	9:48	56	PERIOD 2	9:49	10:36	47
ASAP/Tutoring/Bulletin	9:54	10:31	37	ASAP/Bulletin	10:42	11:07	25
PERIOD 3	10:37	11:33	56	PERIOD 3	11:13	12:00	47
LUNCH 4A	11:33	12:06	33	LUNCH 4A	12:00	12:33	33
PERIOD 4A	12:12	1:08	56	PERIOD 4A	12:39	1:26	47
PERIOD 4B	11:39	12:35	56	PERIOD 4B	12:06	12:53	47
LUNCH 4B	12:35	1:08	33	LUNCH 4B	12:53	1:26	33
PERIOD 5	1:14	2:10	56	PERIOD 5	1:32	2:19	47
PERIOD 6	2:16	3:12	56	PERIOD 6	2:25	3:12	47
<u>DOUBLE ASSEMBLY</u>	<u>From</u>	<u>To</u>	<u>Min</u>	<u>SENIOR INTERVIEWS</u>	<u>From</u>	<u>To</u>	<u>Min</u>
PERIOD 1	7:50	8:34	44	WARNING	9:45	9:50	05
PERIOD 2	8:40	9:24	44	PERIOD 1	9:50	10:33	43
1ST ASSEMBLY	9:30	10:21	51	PERIOD 2/Bulletin	10:39	11:23	44
ASAP	10:27	11:18	51	PERIOD 3	11:29	12:12	43
ASAP	9:30	10:21	51	LUNCH 4A	12:12	12:45	33
2ND ASSEMBLY	10:27	11:18	51	PERIOD 4A	12:51	1:34	43
PERIOD 3	11:24	12:08	44	PERIOD 4B	12:18	1:01	43
LUNCH 4A	12:08	12:41	33	LUNCH 4B	1:01	1:34	33
PERIOD 4A	12:47	1:31	44	PERIOD 5	1:40	2:23	43
PERIOD 4B	12:14	12:58	44	PERIOD 6	2:29	3:12	43
LUNCH 4B	12:58	1:31	33				
PERIOD 5/Bulletin	1:37	2:22	45	<u>DISTRICT</u>			
PERIOD 6	2:28	3:12	44	<u>WRITING ASSESSMENT</u>	<u>From</u>	<u>To</u>	<u>Min</u>
				WARNING	7:45	7:50	05
				Writing Assessment	7:50	9:20	90
<u>EARLY DISMISSAL</u>	<u>From</u>	<u>To</u>	<u>Min</u>	PERIOD 1	9:26	10:13	47
WARNING	7:45	7:50	05	PERIOD 2	10:19	11:06	47
PERIOD 1	7:50	8:35	45	PERIOD 3	11:12	11:59	47
PERIOD 2	8:41	9:26	45	LUNCH 4A	11:59	12:32	33
PERIOD 3	9:32	10:17	45	PERIOD 4A	12:38	1:25	47
PERIOD 4	10:23	11:08	45	PERIOD 4B	12:05	12:52	47
PERIOD 5	11:14	11:59	45	LUNCH 4B	12:52	1:25	33
PERIOD 6	12:05	12:50	45	PERIOD 5/Bulletin	1:31	2:19	48
				PERIOD 6	2:25	3:12	47
<u>SEMESTER FINALS</u>	<u>From</u>	<u>To</u>	<u>Min</u>				
WARNING	7:45	7:50	05				
PERIOD 1/2/4	7:50	10:11	141				
BREAK	10:11	10:23	12				
PERIOD 3/5/6	10:29	12:50	141				

Note: Passing periods are 6 minutes

## Appendix C: Fall Academic Tutoring (AT) Schedule

	<b>Legend:</b> Grading Period		<b>Legend:</b> Science BK		<b>Legend:</b> Regular (SC)		<b>Legend:</b> Student Congress
	ELA BK/Test		Soc Stud BK				
	Math BK						




### FALL SEMESTER



Week of	Monday	Tuesday	Wednesday	Thursday	Friday
08/21/11	N/A	N/A	Regular	Regular	Regular
08/28/11	Mod Monday	Period 1	Period 2	Period 3	Regular
09/04/11	Holiday	Period 4	Period 5	Period 6	Regular
09/11/11	Mod Monday	Period 1	Period 2	Period 3	Regular
09/18/11	Regular	Period 4	Period 5	Period 6	Mod Day
09/25/11	Mod Monday	Period 1	Period 2	Period 3	Regular
10/02/11	Mod Monday	Period 4	Period 5	Period 6	Regular
10/09/11	Mod Monday	Period 1	Period 2	Period 3	Assembly
10/16/11	Mod Monday	Period 4	Period 5	Period 6	Regular
10/23/11	Mod Monday	Period 1	Period 2	Period 3	Regular
10/30/11	Mod Monday	Period 4	Period 5	Period 6	Regular (SC)
11/06/11	Mod Monday	Period 1	Period 2	Period 3	Holiday
11/13/11	Mod Monday	Period 4	Period 5	Period 6	Assembly
11/20/11	Non-Instr	Non-Instr	Non-Instr	T Recess	T Recess
11/27/11	Mod Monday	Period 1	Period 2	Period 3	Regular (SC)
12/04/11	Mod Monday	Period 4	Period 5	W Assessment	Regular
12/11/11	Mod Monday	Period 1	Period 2	Period 3	Mod Day
12/18/11	Non-Instr	Non-Instr	W Recess	W Recess	W Recess
12/25/11	Non-Instr	Non-Instr	Non-Instr	W Recess	W Recess
01/01/12	Non-Instr	Non-Instr	Non-Instr	Non-Instr	Non-Instr
01/08/12	Mod Monday	Period 4	Period 5	Period 6	Regular (SC)
01/15/12	Holiday	Period 1	Period 2	Period 3	Regular
01/22/12	Mod Monday	Period 4	Final Schedule	Final Schedule	Final Schedule


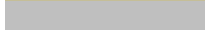
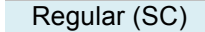
The color-coded boxes indicate the assessment that will be given in appropriate classes or ASAP.

Red indicates the end of the grading period/final examinations.

**Appendix C: continued**

**Legend:**  
 Grading Period  
 ELA Test  
 Math BK/Test

**Legend:**  
 Science BK/Test  
 Soc Stud BK/Test

**Legend:**  
 ELA/Math BK  
 Sci/Soc Stud CST  
 Regular (SC)  
 Student Congress

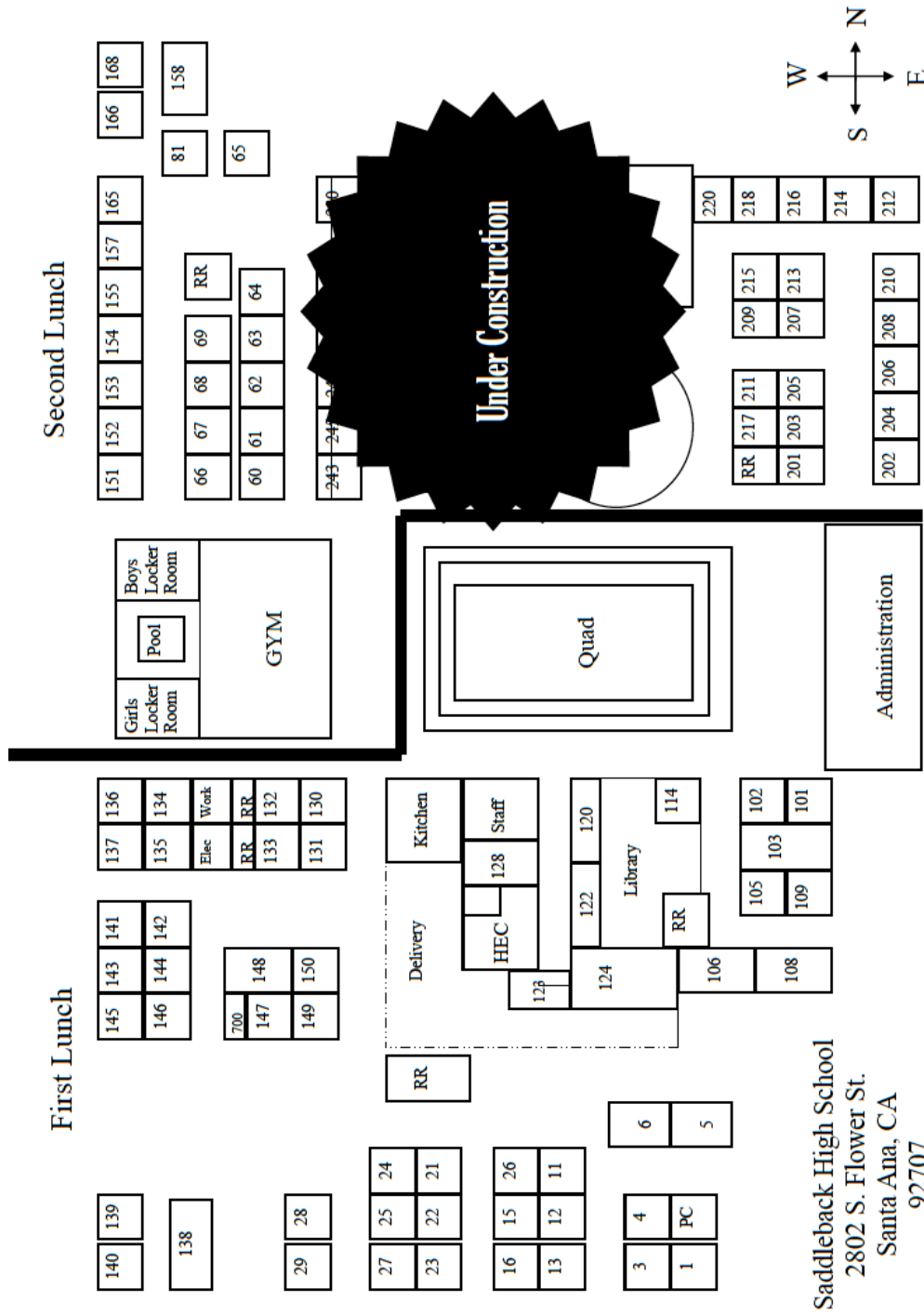
**SPRING SEMESTER**

<b>Week of</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
01/29/12	Student Free	Period 1	Period 2	Period 3	Assembly
02/05/12	Mod Monday	Period 4	Period 5	Period 6	Regular (SC)
02/12/12	Holiday	Period 1	Period 2	Period 3	Regular
02/19/12	Holiday	Period 4	Period 5	Period 6	Regular
02/26/12	Mod Monday	Period 1	Period 2	Period 3	Regular (SC)
03/04/12	Mod Monday	Period 4	Period 5	Period 6	Regular
03/11/12	Regular	CAHSEE	CAHSEE	Period 3	Regular
03/18/12	Mod Monday	Period 4	Period 5	Period 6	Regular
03/25/12	Regular	Period 1	Period 2	Period 3	Mod Day
04/01/12	Non-Instr	Non-Instr	Non-Instr	Non-Instr	Non-Instr
04/08/12	Mod Monday	Period 4	Period 5	Period 6	Regular (SC)
04/15/12	Mod Monday	Period 1	Period 2	Period 3	Assembly
04/22/12	Regular	Period 5	ELA CST	Period 6	Regular
04/29/12	Regular	CST Subjects	CST Subjects	CST Subjects	Regular (SC)
05/06/12	Mod Monday	Period 1	Period 2	MATH CST	Regular
05/13/12	Mod Monday	Period 4	Period 5	Period 6	Regular
05/20/12	Regular	Period 6	Senior Portfolio	Senior Portfolio	Assembly
05/27/12	Holiday	Period 4	Period 5	Period 6	Regular (SC)
06/03/12	Mod Monday	Period 1	Period 2	Period 3	Regular
06/10/12	Mod Monday	Final Schedule	Final Schedule	Final Schedule	N/A

**The color-coded boxes indicate the assessment that will be given in appropriate classes or ASAP.**

**Red indicates the end of the grading period/final examinations.**

# Appendix D: School Map



Saddleback High School  
 2802 S. Flower St.  
 Santa Ana, CA  
 92707  
 714-569-6300

12/5/2011

## Appendix E: Teacher Compact

Item	Teacher Compact	Specific Item & Due Date	Evidence
1.	I will plan instruction by using student data	Use of DataDirector 2x per semester	<ul style="list-style-type: none"> <li>DataDirector printouts of student achievement data specific to your students <u>and/or</u></li> <li>Department agendas and minutes specific to use of student achievement data for your students</li> </ul>
2.	I will plan instruction based on State Standards and Department Pacing Guides	I will post course alike learning objectives...at the beginning of each new concept and/or unit	<ul style="list-style-type: none"> <li>Copy of pacing guide, including learning objectives <u>and/or</u></li> <li>Department agendas and minutes specific to use of pacing guide, including learning objectives</li> </ul>
3.	I will use Thinking Maps at least twice every grading period	Twice per six-week grading period in each class	<ul style="list-style-type: none"> <li>Student samples <u>and/or</u></li> <li>Lesson plans, incorporating the use of Thinking Maps activity</li> </ul>
4a.	I will communicate student academic progress	15 positive parent contacts each semester	Any of these documents: <ul style="list-style-type: none"> <li>NCR forms</li> <li>Teleparent printouts</li> <li>Contact Logs</li> </ul>
4b.	I will notify parents of any D or F grades two weeks before the end of each grading period	Two weeks before the end of each grading period (9/23/11, 11/4/11, and 1/13/12)	Any of these documents: <ul style="list-style-type: none"> <li>NCR forms</li> <li>Teleparent printouts</li> <li>Contact Logs</li> </ul>
5.	I will create and maintain my own webpage. It will contain my name, contact information, class schedule, and classroom policies	By February 15, 2012	<ul style="list-style-type: none"> <li>Copy of teacher webpage located on SHS website</li> </ul>
6.	I will be an engaged and active member of the Saddleback community	I will attend a minimum of two extracurricular events by February 15, 2012	<ul style="list-style-type: none"> <li>Programs, flyers, notes, etc.</li> </ul>

<b>Item</b>	<b>Teacher Compact</b>	<b>Specific Item &amp; Due Date</b>	<b>Evidence</b>
7a.	I will provide additional support to my students by participating in schoolwide intervention programs	I will implement the College and Career Readiness Program by following the ASAP Calendar	<ul style="list-style-type: none"> <li>• Copy of CollegeEd Schedule 2011-12 <u>and/or</u></li> <li>• Copy of ASAP Calendars, September - January</li> </ul>
7b.	I will provide additional support to my students by participating in schoolwide intervention programs	I will recognize student achievement by selecting a "Student of the Six Weeks" every grading period	<ul style="list-style-type: none"> <li>• Student names for October 11 and January 31</li> </ul>

*Notes*

Certificated staff at Saddleback High School approved the Memorandum of Understanding between the Santa Ana Unified School District and Santa Ana Educators' Association for Persistently Low Achieving Schools (PLAS) on August 23, 2011. Certificated staff at Saddleback High School also approved the Teacher Compact on August 23, 2011.

Teachers have agreed to support and implement the Site Transformation Plan in accordance with the PLAS restructuring model. The Curriculum and Instruction Steering Committee (CISC) has reviewed the information listed above as evidence of meeting the professional agreements listed in the Teacher Compact.