

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



Santa Ana High

Superintendent

Jerry Almendarez

Board of Education

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

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



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

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

School Climate and Vision Goal:

Santa Ana High School is dedicated to supporting, maintaining, and improving a community that fosters student engagement, safety, and academic rigor. All students, staff, and parents will continue to uphold the school climate environment that enables our students to perform at their peak and become resilient, well-adjusted individuals. Santa Ana High School will attend to the socio-emotional needs of our students to ensure all stakeholders feel safe and are afforded opportunities to learn and improve as individuals.

WASC Action Plan Goals

Goal 1: Teacher-driven professional development with structured collaboration, increased accountability, feedback, and assessment with a focus on literacy and numeracy

Goal 2: Increase first-time learning passing rates, "A-G" completion, and AP scores

Goal 3: Implement effective use of technology in all content areas with a focus on increasing student engagement and student achievement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Attendance improvement, student engagement, and improved behavior

Tier I - Santa Ana High School promote a positive school climate with a focus on student engagement and positive behavior. An ongoing "Way of the Saints" team meets regularly to monitor PBIS implementation, develop student lessons and professional development. All stakeholders are encouraged to implement strategies that promote school engagement, attendance, and positive behavior. This is done through school-wide interventions such as "The Way of the Saints" positive behavior intervention supports (PBIS), monthly recognition ceremonies for Student/Athlete/Arts of the Month, Night of the Stars academic awards, Attendance awards, Red Ticket (positive behavior) drawings, etc. These strategies will be monitored with walkthroughs and reinforced at staff meetings, social media, and in weekly Instructional Bulletins to ensure schoolwide practices in support and engagement. Students are encouraged to participate in sports, clubs, leadership, pep assemblies, and many other on and off-campus activities. Access to Visual and Performing Arts, Legal Academy, Speech & Debate, AVID, CTE pathways, STEM, World Language courses, AVID, AP courses, HALO activities and many other electives tailored towards student interests promote student engagement, attendance, and positive behavior in school.

Tier II - Students at risk of becoming disengaged in school, with attendance concerns or negative behavior will be supported through our Student Relations Office, Attendance Office, Outreach Consultant, Counseling department, and/or COST team to identify needs and appropriate interventions will be determined. Before, after school, teacher lead and HALOs instructional providers tutoring schedules and Saturday WIN program are available opportunities for struggling students to support with academic needs, build skills and provide mentorships.

Tier III - Students demonstrating persistently chronic absenteeism, negative behavior, and/or engagement concerns will be referred to the student success team (SST) to build individual plans for interventions that include monitoring and regular check-ins with appropriate school personnel. Parents, teachers, counselors, and support staff will work together with our most at-risk students to ensure the best plan of action to support improvement in attendance, behavior, and engagement. Student plans may include support for attendance improvement; School Attendance Review Team (SART), School Attendance and Review Board (SARB). Plans for behavioral support may include behavior contracts, Behavior Improvement Plans (BIP), Check-In and Check-Out (CICO), and/or Mental Health services.

Budgeted Amount:96,406

Strategy/Activity 2

Positive Behavior and Support, Culture of Rigor

Tier I - Santa Ana High School promotes a culture of rigor with a growth mindset while implementing positive behavior supports. All stakeholders are trained and promote policies that help students develop and maintain a growth mindset, and continuously help students monitor their own learning. Staff is utilizing new platforms to design and deliver lessons. Teachers have ongoing opportunities in the implementation of Learning Management systems such as Canvas and Google Classroom.

During seminar and What you need Wednesday activities/lessons teachers and staff have planned lessons to support students in Financial Literacy, Social Emotional learning, Articles of current interest, Adulting skills (science), study skills and sustained silent reading. This years master schedule allowed for grade level specific seminar classes, common teacher prep periods for collaborations and intervention groups.

During registration, counselors review transcript and course requests with every student to make sure they are enrolling in courses that meet a-g requirements for graduation and ensure that students are offered the opportunities to enroll in electives of interest, courses leading to CTE pathway completion, dual enrollment courses, AVID and/or honors/AP courses. Counselors utilize Vyond to create lessons and push in monthly to freshmen English classes to present and provide academic counseling. Career Day is an opportunity that students have an opportunity to research possible career options of their choosing with a multitude of career professionals. During events such as Junior Push, Senior Push, College Week, Parent Meetings, and Late Night Thursdays, Counselors and the Higher Ed Coordinator provide information on, and assistance completing college and FAFSA applications and other scholarships. Students utilize the College/Career/Family Center and computer lab to meet with counselors, complete FAFSA and other scholarship forms and college applications. College and career training program acceptance are celebrated at the end of the year for all Seniors. Professional development requirements are necessary for teachers and staff to provide instruction in AVID, AP, and Honors courses to name a few.

Tier II - Students at risk of becoming disengaged in school and in danger of not graduating will be supported through counseling referrals, COST and appropriate interventions will be determined. Students have an opportunity to attend before and/or after-school tutoring opportunities from their teachers. Counselors monitor the "D/F" list every 6 weeks to support students before the semester grades are finalized. HALOs after-school tutoring programs, and teacher interventions, offer additional help for students in danger of failing courses and/or not graduating. Students can enroll in APEX, Bridge, and/or Summer School courses for credit recovery to meet graduation requirements.

Students will have an opportunity to receive before and after-school tutoring through HALOs tutors as well as EL tutors, as the HALOs coordinator supports training tutors for all students to receive aligned strategies and supports are in tandem. Students have an opportunity to work in the library before and after school and receive tutoring services as well as provide workspace to study. A print station is a library that provides students with access to print assignments, projects, and/or colored documents aligned with their class lessons and assignments. This workstation will be equipped with three additional desktop computers and two colored printers to support EL students with realia, lessons, and activities that align with their curriculum.

Tier III - Students consistently demonstrating low academic achievement, disengagement with school, and at serious risk of not graduating, will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor student needs to ensure their academic success, improved attendance, and/or behavior
 - Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
 - 504 plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment;
 - Referral for testing - when requesting evaluation for special education services;
 - IEP - Individualized Education Plan for students with special needs;
 - Referral for additional counseling/ therapy services
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Budgeted Amount:103,264

Strategy/Activity 3

Student Socio-Emotional Wellness

Tier I - Santa Ana High School promote a positive school climate for ALL students with a focus on safety and supports the social-emotional needs of our students. The staff promotes school safety and positive behavior both on and off-campus. Staff encourages students to develop capacity, self-confidence, trust, and empathy through SEL lessons. Additionally, parents, students, and staff have provided feedback and student data through the Developmental Relationship survey, that their school is a healthy, safe and secure environment for students and staff. All stakeholders will be trained on strategies and supports, including "Way of the Saints," the School Safety Plan, Suicide Prevention, and annual mandated reporting and harassment trainings, to promote school safety and positive behavior both on and off-campus. Students will receive lessons and review assemblies focused on the tenets of the "Way of the Saints," and will receive recognition for demonstrating "The Way of the Saints." Admin will look for evidence of positive school climate during walkthroughs and will reinforce during staff meetings and through weekly Instructional Bulletins and weekly Flagship Newsletter.

Tier II - Students that are at risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our COST and appropriate intervention programs will be determined. Students are then referred to their Counselor, Social Worker, Outreach Consultant, Interventionist and/or our nurse for support and resources.

Tier III - Individual students demonstrating chronic, severe social-emotional issues and/or resistantly negative behavior will be referred to appropriate personnel and services, which may include one-on-one interventions with a mental health specialist (Western Youth Services), counselor, school psychologist, CAT team, Restorative Practices/FACE Specialist, drug program, or other outside services. Restorative Practice Intervention Specialist(s) through Project Kinship, Neutral Ground who are hired to assist with improving student behavior and to assist with social/emotional issues students have. Mental Health staff meet with students' caseloads on a weekly basis. Depending on the student's needs, they are individually following up with the challenges the students are experiencing to receive mentorship, encouragement, and anger management. Some students may require a re-entry plan, developed with a team consisting of appropriate site staff, counselor, parents, and students, to ensure continued support and monitoring for the student.

Budgeted Amount:156,058.19

Strategy/Activity 4

Culture of 21st-century learning/technology

Tier I -Santa Ana High School promotes 21st Century Learning and College and Career Readiness ensuring that all students graduate and attend a post-secondary program. Staff will be trained on strategies to promote professional development in effective, rigorous, and engaging lessons, utilizing "The 5" Key Instructional Practices: 1. Developing effective learning targets, 2. Focus on academic language, 3. Student Engagement (non-volunteers), 4. Checking for understanding, and 5. Closure.

Professional development opportunities are provided by UCI CRLP (CA Reading and Literature Project) utilizing the Lesson Study model where cross-content or content alike teachers collaboratively develop: a research question based on a problem of practice (this year, the problem of practice will have a focus on remote learning), a lesson with strategies to address the research question, peer observations of the lesson followed by review, revision and reteach to evaluate the effectiveness of the lesson on student learning; effective EL strategies and scaffolds; Student Work Observation Protocol and staff Self Care. The teachers that participate in the lesson study cohorts are publishing their work and findings on a collaborative google site that will be accessible to all staff Additional professional development is offered in data analysis, including the use of CA Dashboard, MAP, and CAASPP resources, and technology use. Teachers will continue to implement and receive as-needed training LMS Google Suite and Classroom, Canvas, GoGuardian, Kami, Aleks, Renaissance, Formative, etc. to deliver lessons.

During college application season, counselors and the higher education coordinator provide late nights that are available to assist students in completing their college and FAFSA applications and other scholarship applications. The higher education center and counselors are also available to assist students before/after school and during lunch. This is done so that a higher number of graduates enroll and attend post-secondary education and persist into their second year of school. The counseling department is committed to supporting student achievement, cultivating positive and caring student relations, assessing and advocating student needs, and creating a college-going environment.

Santa Ana High School maintains the Advancement Via Individual Determination (AVID) program to enrich and enhance the core program. There is an AVID coordinator that organizes the program. AVID materials that support the students academically will be provided. Tutors are recruited to work with AVID classes (9th-12 grades). AP and Honors teachers attend conferences/training and look at data and use it to modify instruction, provide AP boot camps, and increase pass rates. Counselors provide support for equal access and success in Advanced Placement (AP) courses. Students are given information regarding the AP courses offered through a variety of broadcast videos and an AP booklet is available for both students and parents.

Provide the students of Santa Ana High school with enrichment programs that provide advanced academic instruction, extended learning opportunities and challenges students with more time to study concepts with greater depth, breadth, and complexity. These opportunities allow students to design, create and lean into their future pathways and develop upon language acquisition, academic language and critical thinking skills to build onto their portfolio and not limited to field trip activities to build mastery, student workshops, camp for Bridge programs, Advanced Placement, Dual Enrollment, Instrumental , Film and Broadcast program.

Tier II - Students that are at risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined. During registration, counselors review the transcript with the students, giving additional support to students who have D's or F's. Students are placed in APEX, Bridge, and/or Summer School courses. Students are given additional assistance from teachers and counselors both in class and after school and on Saturday to ensure student success. Provide certificated extra duty pay for a staff member to oversee the quality of tutoring services and provide training for select teachers and tutors to provide effective interventions.

Tier III - Students demonstrating chronic absenteeism and persistently low academic achievement and engagement will be put on a student success plan where parents, teachers, and counselors come together to monitor and support students in need and ensure student attendance and improvement in behavior.

Tier III - Students consistently demonstrating low academic achievement (which may be coupled with chronic absenteeism and/or persistently negative behavior) will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor our most needy students to ensure their academic success, improved attendance, and behavior
- Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
- 504 plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment;
- Referral for testing – when requesting evaluation for special education services;
- IEP – Individualized Education Plan for students with special needs;
- Referral for additional counseling/ therapy services

Budgeted Amount:

55,523

Total Expenditures

411,251.19

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

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

School English Language Arts Goal:

Santa Ana High School students will have equitable access to high-quality English Language Arts instruction, incorporating the four domains of reading, listening, speaking, and writing, which is supported by standards-aligned materials, technology, and professional

learning that ensures a highly qualified staff.

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

WASC Action Plan Goals

Goal 1: Teacher-driven professional development with structured collaboration, increased accountability, feedback, and assessment with a focus on literacy and numeracy

Goal 2: Increase first-time learning passing rates, "A-G" completion, and AP scores

Goal 3: Implement effective use of technology in all content areas with a focus on increasing student engagement and student achievement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Tier I - All students receive English Language Arts instruction utilizing district-approved curriculum (StudySync, ERWC, College Board AP).

Santa Ana High School promotes a strong core academic program with a focus on effective communication and academic language through reading and writing across the curriculum. All stakeholders will be trained on strategies to promote reading and writing across the curriculum, training in EL strategies, special education strategies, and the integration of hands-on learning to enrich, enhance, and ensure equal access to the core program for all students. Teachers are trained in the curriculum and work collaboratively in departments or by grade level to develop lessons, analyze data and share best practices. All teachers are considered literacy teachers and, as such, promote the ELA domains of reading, listening, speaking, and writing within their content areas. All teachers are trained in scaffolds and support to support our ELLs and students with disabilities. Teachers are able to attend conferences that support this ELA goal. Admin, ELD coordinator, and ELA department representatives have the opportunity to attend UCI CRLP AdminPLC Series on the ELA/ELD Standards and Framework which informs instructional leadership and professional development.

Supplemental instructional materials/supplies may be purchased to support students in acquiring and incorporating ELA skills (reading, writing, listening, speaking) across all content areas and providing them access to the grade-level curriculum. Newsela annual license provides high-interest articles at multiple reading levels to support all students through Article of the Week, Schoolwide seminar lessons, and teachers/students can access articles on their own as well to support reading in all content areas. Other technology and/or licenses may also be purchased to help bridge the gap and make the core curriculum accessible to all students. Books and supplies will be purchased for incoming freshmen Summer Bridge Program to build literacy skills, support our Literacy Initiative and set foundational expectations for the "Way of the Saints" PBIS school culture.

The newly renovated school library provides high-interest hard-cover and e-books and research resources at a variety of reading levels to support all students. The librarian creates lessons that are delivered remotely via two-way webcams to multiple classes at a time, which may include utilizing library resources, creating portfolios, doing research, etc. Additional books and e-books may be purchased to provide additional reading options for our students.

Teachers meet to collaboratively lesson plan and develop common assessments, analyze data and incorporate ELD strategies.

Admin will monitor the implementation of strategies through walkthroughs, observations along with the promotion of Lesson Study and will continue to reinforce them at staff meetings and via weekly Instructional Bulletins.

Budgeted Amount:

112,428.54

Strategy/Activity 2

Tier II - Students that struggle with reading, writing, listening, and/or speaking are highly recommended to be supported by teacher interventions. Our HALOs Program, supports students with tutoring before and after school, while teachers support with flexible tutoring hours to promote student achievement.. Students that are at risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our Coordinated Services Team (COST) and where appropriate interventions will be determined. Push-in supports provided by EL tutors will work with ELD English classes, EL sheltered content classes, and also support students with disabilities. Supplemental instructional materials may be purchased for these specialists to support their caseload of students.

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

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

Budgeted Amount:

36,477

Strategy/Activity 3

Tier III - Individualized interventions for students not making adequate progress in English Language Arts courses.

Classroom teachers will ensure support with literacy skills. This positive learning environment will allow students to work collaboratively in small groups using their Chromebook. Multiple groups will be able to work simultaneously around the classroom with each group using a different instructional monitor. Students will continue to practice physical distancing guidelines and wear a mask while collaborating in class. Students demonstrating low academic achievement (which may be coupled with chronic absenteeism and/or persistently negative behavior) in ELA will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services as needed:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor for their academic success, improved attendance, and behavior
 - Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
 - 504 plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment;
 - Referral for testing, when deemed necessary, evaluation for special education services;
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- IEP – Individualized Education Plan for students with special needs;
 - Referral for additional counseling/ therapy services

Budgeted Amount:

Total Expenditures

148,905.54

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

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

School English Learner Progress Goal:

Santa Ana High School English Learners will continue to receive high-quality instruction and support necessary to advance their English proficiency levels annually to reach reclassification status. English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English learners at Santa Ana High School will be monitored for progress and teachers will implement ELD standards across the curriculum in all content areas to support English literacy and language acquisition strategies that are prevalent for English Learners in their courses. English Learners will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills.

WASC Action Plan Goals

Goal 1: Teacher-driven professional development with structured collaboration, increased accountability, feedback, and assessment with a focus on literacy and numeracy

Goal 2: Increase first-time learning passing rates, “A-G” completion, and AP scores

Goal 3: Implement effective use of technology in all content areas with a focus on increasing student engagement and student achievement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Tier I - All EL students will be provided integrated and designated ELD instruction across the content areas to support them in acquiring academic English language proficiency.

EL tutors work in the ELD/ELA and content area classes with students that are newcomers or relatively new to the US and struggle with the academic language. These tutors work closely with their students to assist with both understanding the content and acquiring academic English. Tutors monitor their students and track their progress within classroom cohorts.

Teachers are trained in EL scaffolding and strategies and work collaboratively in departments or by grade level to develop lessons, analyze data and share best practices. Teachers receive professional development in understanding ELPAC scores and MAP results and utilize this information to inform instruction. All teachers are considered literacy teachers and, as such, promote the ELA/ELD domains of reading, listening, speaking, and writing within their content

areas. Teachers and admin have access to the Ellevation dashboard to monitor student progress, strategies, and lessons and PD to support teaching EL students.

Supplemental instructional materials may be purchased to support EL students in acquiring and incorporating academic English skills (reading, writing, listening, speaking) across all content areas and providing them access to the grade-level curriculum. These materials are used to bridge the gap, making the core curriculum accessible to enrich and enhance classroom instruction across the content curriculum for English Learners. Annual literacy license provides high-interest articles at multiple reading levels, including some in Spanish, to support all students in our seminar lessons, and teachers/students can access articles on their own as well to support reading in all content areas. Other technology and/or licenses and/or subscriptions may also be purchased to help our EL students acquire English proficiency. Continue support and implementation of AVID Excel to support ELs in support courses. Provide students with opportunities to be part of the school community through Saturday WIN program and summer learning academies to support student engagement, attendance and advocacy.

Admin will monitor the implementation of strategies through walkthroughs and will continue to reinforce them at staff meetings and via weekly Instructional Bulletins.

Budgeted Amount:

134,442.08

Strategy/Activity 2

Tier II - Newcomer EL (ELD A, English 1, and English 2) students receive a support class to further focus on English acquisition. A portable language lab equipped with Chromebook and headphones allows our ELs to complete small group lessons, use licensed programs to practice their English language skills. Small groups of EL students that continue to struggle and with limited progress in English language acquisition will be serviced by push-in/pull-out tutor intervention to give additional support.

EL tutors at times overlap with before and after-school tutoring through the HALOs program, for additional opportunities to support our EL students outside of the class to make academic progress in all settings. EL tutors work in the ELD/ELA and content area classes with students as Instructional Provider assistants with language acquisition and academic support to build their academic English proficiency skills.

Students who are English Learners are supported within the classroom with curriculum such as ILit and Stydy Sync. A school wide literacy initiative is place with 1:1 student data chats, sustained silent reading schoolwide, grade specific seminar periods, teacher collaborative prep schedules, What You Need Wednesday and seminar lessons with social emotional learning, study skills and numeracy lessons to build upon students developing their academic language and literacy. Supplemental materials will be purchased to support the core curriculum and school wide learning plans. These digital platforms, books, materials, and supplies will also be used by additional groups of English Learners after school through EL sheltered classes taught by various content areas teachers will be provided for any student to support in language progress. Tutoring for academic support, language acquisition, and communication skills for EL students to make progress towards their language proficiency.

Budgeted Amount:

Strategy/Activity 3

Tier III - Our Long Term English Learners (LTELs) are monitored and provided opportunities for tutoring from their teachers before and after school, through the HALOs afterschool tutoring program also offers bilingual assistance as additional support. Counselors meet with ELs to discuss their grades and progress toward graduation.

Additional support/resources are available, they receive assistance through our Outreach Consultant, our FACE Specialist, and liaisons. English Learners consistently demonstrating low academic achievement (which may be coupled with chronic absenteeism and/or persistently negative behavior) and lack of progress in acquiring English will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor our most needy English Learners to ensure their academic success, improved attendance, and behaviors
- Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
- 504 plans for those students requiring this need
- Referral for testing when deemed necessary
- IEP for students with specific disabilities
- Referral for additional counseling/therapy services

Budgeted Amount:

Total Expenditures

134,442.08

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

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

School Math Goal:

Santa Ana High School students will have equitable access to high-quality math instruction, which is supported by standards-aligned materials, technology, and professional learning that ensures a highly qualified staff. Promoting a strong core academic program with a focus on mathematics and content-based academic language that is based on inquiry, reasoning, and problem-solving skills. Staff will receive training on strategies to implement interventions to support the math pathways. Strategies will be reinforced to support English Learners and students with disabilities through the integration of hands-on activities, group collaboration, repetition, and ongoing practice. Teachers will meet by departments and PLCs to examine student data and make recommendations to the curriculum and instructional strategies based on the data.

Funds to be allocated to improve student academic achievement in Algebra 1 and Geometry program, flexible grouping, interventions and support mastery of skills to gain success in the math pathways for student advancement in required math courses, such as extra pay for teacher collaboration in pacing maps, common assessments and developing systems of support in instruction and grading. Tutors are available to students who are struggling in Algebra 1 and Geometry classes. Tutors can provide opportunities in student achievement for both EL, special ed students along with struggling students and to continue into the following year with an increase in the number of students to be serviced.

WASC Action Plan Goals

Goal 1: Teacher-driven professional development with structured collaboration, increased accountability, feedback, and assessment with a focus on literacy and numeracy

Goal 2: Increase first-time learning passing rates, "A-G" completion, and AP scores

Goal 3: Implement effective use of technology in all content areas with a focus on increasing student engagement and student

achievement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Tier I - Teachers are trained in the curriculum and work collaboratively in departments and by grade level to develop lessons, analyze data and share best practices. All teachers are considered literacy and numeracy teachers, as such, promote number sense math skills appropriate to and within their content areas. All teachers are trained in scaffolds and support to support our EL and students with disabilities. Teachers may attend professional development and conferences that support this math goal.

Supplemental instructional materials may be purchased to support students in acquiring and incorporating math skills across all content areas, intervention, and providing them access to the grade-level curriculum. Other technology and/or licenses may also be purchased to help bridge the gap and make the core curriculum accessible to all students.

Teachers work collaboratively to plan lessons, develop common assessments, analyze data and incorporate EL strategies. Annual license to GoFormative will be utilized to administer and analyze Common Assessments in the math department. Math teachers will receive training in diagnostic testing and professional development to implement interventions to build skills, confidence and support struggling students successfully moving through the math pathways.

Admin will monitor the implementation of strategies and interventions through walkthroughs and will continue to reinforce them at staff meetings and via weekly Instructional Bulletins.

Budgeted Amount:

45,290.20

Strategy/Activity 2

Tier II - Students that struggle with math will be supported by teacher interventions. Teachers work collaboratively to plan lessons, develop common assessments, analyze data and incorporate EL strategies HALOs after-school tutoring, and Super Tutors. Students that are referred to the Counseling dept and COST will have appropriate interventions determined. Students that are at risk of failing Math are supported through our counseling department and appropriate interventions will be recommended. Tutoring is available for students in Algebra I assisting students in small group and afterschool intervention programs where they are building upon by reviewing and reteaching concepts students' have not mastered. Tutoring before and after school is offered by math teachers as well. Since many students struggle in math also struggle with reading skills, the small group targeted interventions will be provided and will monitor their progress - focusing on ELs and Students with disabilities. Supplemental instructional materials, software, and training may be purchased to support targeted intervention.

Budgeted Amount:

Strategy/Activity 3

Tier III - Students consistently demonstrating low academic achievement (which may be coupled with chronic absenteeism and/or persistently negative behavior) in math will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor our most needy English Learners to ensure their academic success, improved attendance, and behaviors
- Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
- 504 plans for those students requiring this need
- Referral for testing when deemed necessary
- IEP for students with specific disabilities
- Referral for additional counseling/therapy services

Budgeted Amount:

Total Expenditures

45,290.20

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

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

School Content Area Goal:

Santa Ana High School students will have equitable access to high-quality instruction across content areas in addition to ELA and Math, including Science, Social Studies, and World Languages, which is supported by standards-aligned materials, technology, and professional learning that ensures a highly qualified staff.

Santa Ana High School is dedicated to supporting the implementation of our Academic Pathways: AVID (Advancement Via Individual Determination), Advanced Placement (AP), Project Lead the Way (PLTW) Bio-medical, Visual and Performing Arts, Macias Law Academy, James Edward Olmos Film Academy and CTE pathways. Santa Ana High school staff work collaboratively to provide increased access to Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum, college and career investigation, and preparation. Staff support all students with their progress to meet or exceed grade-level standards and collaborate with families and community members to inform, as well as provide support and mentorship that ensures our students have access to opportunities for lifelong success.

WASC Action Plan Goals

Goal 1: Teacher-driven professional development with structured collaboration, increased accountability, feedback, and assessment with a focus on literacy and numeracy

Goal 2: Increase first-time learning passing rates, "A-G" completion, and AP scores

Goal 3: Implement effective use of technology in all content areas with a focus on increasing student engagement and student achievement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Tier I - All students receive content area instruction utilizing district approved curriculum for science, social studies, and world languages

Teachers are trained in their respective curricula and work collaboratively in departments or by grade level to develop lessons, analyze data and share best practices. The staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meet on an informal basis to assist each other in the delivery of curriculum and common instructional strategies. All teachers are considered literacy and numeracy teachers, and as such, promote math and ELA skills that are appropriate to and within their content areas. All teachers are trained in scaffolds and support to support our ELs and students with disabilities. Teachers may attend conferences that support this content area goal.

Supplemental instructional materials may be purchased to support students, including special ed, in accessing and acquiring, and incorporating ELA and math skills across all content areas and providing them access to the grade-level curriculum within their content area. Newsela's annual license provides high-interest articles at multiple reading levels to support all students in our Seminar Lesson program, and teachers/students can access articles on their own as well to support reading in all content areas. Other technology and/or licenses may also be purchased to help bridge the gap and make the core curriculum accessible to all students.

Admin will monitor the implementation of strategies through learning walks and will continue to reinforce them at staff meetings and via weekly Instructional Bulletins.

Budgeted Amount:

20,178.99

Strategy/Activity 2

Tier II - Content area

Students that are at risk of failing science, history/social science, and other content area classes are supported through our counseling department and appropriate interventions will be recommended. The counseling department reviews grades and graduation requirements with students to ensure students improve their performance. To make sure students are meeting a-g requirements, counselors offer opportunities to make progress through Bridge, APEX, and summer content classes to help students stay on track and meet requirements.

Teachers collaborate and analyze student performance data to target specific student subgroups for intervention and remediation. Tutoring before and after school is offered by content area teachers for students who need additional support. Students that struggle with content-area achievement will be supported by teacher interventions, HALOs after-school tutoring, and Super Tutors support. Students that are referred to their counselor and at times to COST to determine appropriate interventions. Supplemental instructional materials may be purchased for these specialists to support their caseload of students.

Budgeted Amount:

Strategy/Activity 3

Tier III - Students consistently demonstrating low academic achievement (which may be coupled with chronic absenteeism and/or persistently negative behavior) in science, social studies, and/or world languages will be referred to the Coordination of Services Team (COST). These students, based on individual need, are provided with one or more of the following programs and/or services:

- Student Success Team (SST) where parents, teachers, and counselors come together to provide individual support and monitor our most needy English Learners to ensure their academic success, improved attendance, and behaviors
 - Student monitoring - Check-in/Check-out (CICO) which provides daily positive interactions with a trusted adult(s)
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- 504 plans for those students requiring this need
 - Referral for testing when deemed necessary
 - IEP for students with specific disabilities
 - Referral for additional counseling/therapy services

Budgeted Amount:

Total Expenditures

20,178.99

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

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

School Parent Engagement Goal:

Santa Ana High School will continue to involve parents and community members, working collaboratively with students and staff, in creating a healthy, safe and secure environment that supports learning. Santa Ana High school holds our parent partnership in high regard. A FACE Liaison and a Wellness Center welcomes parents to Santa Ana High School with a variety of opportunities to support their families: Parent informational meetings where parents learn about the educational choices their students provided to shape their future. Classes where parents select the topic that best fits their family, safety, and security in the community. Technology classes, Community resources, Mental and Physical health opportunities and ways to get involved at Santa Ana High School.

Santa Ana High School will continue to strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure environment with open communication between school, students, parents, and guardians. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Regular updates are provided to parents about individual student achievement in all academic areas through parent/teacher/counselor conferences and other home/school communication. Parent workshops that support parents with attendance, grading practices, finals, and college readiness are provided. Parents and students can access grades, assignments, test scores, and attendance information through the student/parent portal on Aeries. Parent portal training is available to further facilitate parents in accessing aeries. There is also general information available on the Santa Ana High School website, Instagram and Facebook.

WASC Goal #2: Increase quality and personalized parental communication and involvement

KPI District Goal #1: Core Academic Program (increase pass rates, academic discourse)

KPI District Goal #2: Engagement & Community (reduce chronic absenteeism)

KPI District Goal #3: School Culture and Safety (fair discipline, reduce suspensions)

KPI District Goal #4: System of Interventions and Supports (PBIS/MTSS)

Strategy/Activity 1

Tier I - Maintain Family Wellness Center and Community & Family Outreach Liaison to provide school and community resources, supports, and activities for all families. Communicate happenings at the Family Wellness Center with all staff.

Offer training/workshops, and informational meetings for all parents which may include, but are not limited to: ESL Computer Class; General Education Development (GED) preparation; Parents on a Mission; Disciplina Positiva; Alcohol and Other Drugs; accessing Aeries Parent Portal; understanding student assessments; understanding EL programs, reclassification, and Seal of Biliteracy; LCAP parent input meetings, Padres Saints/ELAC. Purchase materials and supplies to support workshops and training. Provide babysitting services during parent meetings and workshops/training.

Encourage parent participation in district and community events for parents and families, including Annual School of Choice Fair, Annual Parent Conference, Annual College Night, Back to School Night, Open House; to attend performances, games, exhibitions, awards ceremonies; and to participate in and have a voice in community issues. Encourage parents to volunteer at school: assisting in classrooms, office, and/or Family Wellness Center; serve as chaperones at events and field trips; serve on parent committees, etc.

Communicate regularly with parents through multiple means which may include, but are not limited to maintaining updated calendar on school website, weekly electronic "Flagship

Newsletter" via Constant Contacts, Instagram, Facebook, marquee announcements, banners, ParentSquare, and personal phone calls/text/emails, flyers and notices, Back to School Night and Open House, monthly meetings, Aeries Parent Portal, site-created magazine/newsletter/brochures highlighting Santa Ana High School to inform parents and community. Encourage parents to get on Facebook, other social media as a means of staying informed and collaborating. Maintain two-way communication between parents and school, including gathering and valuing their input via meetings, surveys, personal conversations, provide information in English and Spanish. Equip all office desktop computers with webcams to improve virtual parent communications and meetings.

Continue to communicate and work as a team with parents regarding the importance of daily, on-time attendance and supports offered for students that may be struggling academically or behaviorally, how to access their children's grades and attendance via Aeries Parent Portal, and disseminate information to parents that increase their ability to talk with their children about education. Higher Education Coordinator will continue late hours on Thursdays to communicate with parents so they are knowledgeable about recognitions their children can earn and graduation requirements, and can assist parents and their students with college applications, financial aid, vocational training, etc. Continue to communicate and work as a team with parents of students in various specialized programs on campus including, but not limited to SWD, EL, AVID, AP, GATE, SanArts, Law Academy, Band Boosters, CTE/ROP, etc. Include parents in various decision-making and advocacy positions, including but not limited to School Site Council, Padres Saints/ELAC, DAC/DELAC. Inform parents of SWDs of, and encourage them to participate in, district Community Advisory Committee meetings (CAC). Case managers, SSPs, and School Psychologists are available to continue ongoing communication with parents of SWD students via IEP meetings, progress on grades every 6 weeks, transition meetings with incoming 9th graders, phone calls when concerns arise, referrals for Family Wellness Center or outside services.

Maintain positive office environments with quality customer service and suggestion boxes for comments on service(s) provided; maintain safe campus with RAPTOR check-in system.

Maintain extended computer lab hours for student and parent use. Encourage students to take mobile devices home and share daily expectations/learning targets and work with their parents. Investigate and support ways to help families get internet access at home.

Budgeted Amount:

48,306.40

Strategy/Activity 2

Tier II - Interventions for parents of students not making adequate progress

Parents of students that are at risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. In addition to district-funded FACE Liaison, support Restorative practices/FACE Specialist position to provide additional training, supports, and outreach, especially to families in need of tiered supports. Santa Ana High schools FACE Liaison provides individualized resources for parents and families based on the needs of each family, whether it be housing, food, clothing, financial education, parenting for support for their children. Our Wellness Center provides support for families and their students who have challenges with individualized interventions based on the family's needs including social-emotional and mental health support.

SAHS ensures access for low-income families to the core instructional program by increasing math, early literacy, and reading interventions programs, expanding credit recovery options, building the Advancement via Individual Determination (AVID) program, continuing to evaluate student needs through team evaluations, including but not limited to COST(coordinated services

team) and 504 plans with parents involved in the decisions for their students not making adequate progress.

Budgeted Amount:

39,670.19

Strategy/Activity 3

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

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

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

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

Student monitoring - check-in/check-out and daily positive interactions with a trusted adult;

504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment;

Referral for testing – when requesting evaluation for special education services;

IEP – Individualized Education Plan for students with special needs;

Referral for additional counseling/ therapy services based on IEP team decisions.

SAHS will provide parents/families with support for families and their students who have challenges with individualized interventions based on the family's needs.

Budgeted Amount:

Total Expenditures

| |
|-----------|
| 87,976.59 |
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Expenditures by Goal

| Goal Area | Total Expenditures |
|---|---------------------------|
| Goal Area 1, School Climate and Social-Emotional Wellness | 411,251.19 |
| Goal Area 2, English Language Arts | 148,905.54 |
| Goal Area 3, English Learner Progress | 134,442.08 |
| Goal Area 4, Math | 45,290.20 |
| Goal Area 5, Content Area Goal | 20,178.99 |
| Goal Area 6, Parent Engagement | 87,976.59 |
| Total Funds Budgeted | 848,044.59 |