

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2024-25**



Saddleback High

Superintendent
Jerry Almendarez

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

SAUSD Graduate Profile

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:

Saddleback supports, maintains, and improves a community that fosters student engagement, safety, and academic rigor. All students, staff, and parents uphold a positive school climate environment that enables our students to perform at their peak and become resilient and well-adjusted individuals. Saddleback addresses the socio-emotional needs of our students to ensure all educational partners feel safe and are afforded every opportunity to learn and improve as individuals. In addition, all stakeholders are encouraged to participate in engagement-building activities such as sports, clubs, leadership, and pep assemblies, as well as other on and off-campus activities

Strategy/Activity 1

Attendance and Engagement:

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

(Tier 2) Staff refers students at risk for disengagement, poor attendance, and/or negative behavior using the online Counseling and Higher Ed Referral form to support services as determined by the counseling department. Appropriate interventions are determined by the Coordination of Services Team (COST) and feedback is communicated to all stakeholders. In addition, our Local Scholar Program will provide supplemental support in all curricular areas. Core tutors provide opportunities for struggling students to work on homework, clarify confusing material during class, and build academic skills. The Project Kinship Specialist will also conduct mediations, check-ins, and restorative circles as needed. All stakeholders communicate and provide feedback as to the effectiveness of the services / interventions provided to students at risk for disengagement.

(Tier 3) Students demonstrating persistently chronic absenteeism, hostile behavior, and engagement are put on a Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. This level includes plans for attendance improvement, such as the School Attendance and Review Team (SART) and the School Attendance and Review Board (SARB). Plans to improve behavior include Behavior Contracts and Behavior Improvement Plans (BIP) and plans for Mental Health Services. Tier 3 students are supported through parent and student contact by phone by teachers, counselors, and other support staff. Families we cannot reach by phone or email are referred to our Outreach Consultant or FACE liaison to conduct home visits and provide in and out-of-school resources. Additional support is offered to our Tier 3 students by our Project Kinship Specialist.

Budgeted Amount:

11,607.94

Strategy/Activity 2

Positive Behavior and Support; Culture of Rigor

(Tier 1) Saddleback High School promotes a culture of rigor while providing positive behavior and support through PBIS strategies and encouragement symbolized by the TRACK acronym. Staff uses platforms to design and deliver lessons. Teachers continue to implement and receive as-needed training in Learning Management Systems such as Canvas and Google Classroom, as well as platforms such as YouTube, EdPuzzle, Nearpod, Screencastify, Flipgrid, Google Forms, Kahoots, IBtheoryofknowledge.net, AVIDweekly, Avid.org, Kuta Software, Delta Math, Grammarly, Quizizz, Padlet, Flipgrid, Peardeck, Read Theory, Conjuguemos, Bookwidgets, EdPixto, Blookit, Remind 101, AP Classroom, and Quizlet, to create and deliver interactive, engaging, and collaborative lessons. Digital media allows immediate student-teacher communication while creating a safe, digital environment where students are supported and engaged. District-purchased educational platforms provide supplementary instructional and at-home components, including video, virtual labs and simulations, and articles to enrich and enhance the core program. Teachers connect students to real-world situations and community problems in a safe classroom environment. Online programs are used with student Chromebooks for data collection/labs. In addition, teachers are encouraged to participate in our Professional Learning Communities (PLCs) focusing on addressing the needs of our English Learners and special education students. Our PLC group meets once per month to improve instructional strategies based on student data. These strategies are shared by producing inquiry cycle evidence (i.e. meeting minutes, agendas, etc), monitored through administrator walk-throughs and observational opportunities for classroom staff, and reinforced at staff meetings to ensure schoolwide practices support a culture of rigor, positive behavior, and support.

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

(Tier 3) Students consistently demonstrating low academic achievement are put on a Student Success Plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Behavior Intervention Plans (or BIP) are written and implemented by teachers to reward and promote positive student behavior. Students demonstrating negative behaviors are supported through parent and student contact by phone by teachers, counselors, and other support staff. Students requiring more intense behavioral support are referred to our Project Kinship specialist for mediation or conflict resolution. Counselors regularly meet with students 1:1 and in groups to address social-emotional and academic needs. The case of Project D targets students getting Ds and Fs based on the weekly report furnished by the administration. Families and students we cannot reach by phone or email are referred to our Outreach Consultant or FACE liaison to conduct home visits and provide in and out-of-school resources.

Budgeted Amount:

11,607.95

Strategy/Activity 3

Student Socio-Emotional Wellness:

(Tier 1) Saddleback High School promotes a positive school climate, focusing on students' socio-emotional needs. The staff promotes school safety and positive behavior both on and outside campus. Staff encourages students to develop capacity, self-confidence, trust, and empathy through tailored SEL lessons as well as consistent routine check-ins encouraging pursuit of available resources. To support a positive school climate, lessons and interactions between students and adults on campus are monitored through administrator walk-throughs and reinforced at staff, parent meetings, and student body assemblies to ensure schoolwide practices.

(Tier 2) Students who exhibit social-emotional or academic challenges are referred to our COST team, and appropriate interventions are recommended. Students are then referred to their counselor, Outreach Consultant, and/or our school nurse for additional support and resources. Project Kinship Specialist conducts mediations, check-ins, and restorative circles as needed. Our Check-In-Check-Out (CICO) Program allows support staff to check in with students daily and have critical conversations about social-emotional well-being, academics, and home life.

(Tier 3) Students demonstrating chronic socio-emotional issues and persistently negative behavior are referred to Restorative Practice Intervention Specialist(s) through Project Kinship. Depending on the student's needs, students receive mentorship, encouragement, and anger management. They also participate in Restorative Circles, covering topics such as challenges at home or in the community, family traditions, college, and self-esteem. Additional support is available for parents and students through parent conferences by teachers, counselors, and other support staff. Behavior Intervention Plans (or BIP) are set up to reward and promote positive student behavior. Western Youth and ERMS counseling services are available to students with specific qualifications. The Outreach Consultant and FACE liaison conduct home visits and provide in- and out-of-school resources to our students and families who need them the most.

Budgeted Amount:

11,607.91

Strategy/Activity 4

21st Century Learning and College and Career Readiness:

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

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

During college application season, counselors and the higher education coordinator meet with the students during classes and late-night sessions to assist students and parents in completing their college and financial aid / FAFSA applications. The higher education center and counselors can help students before/after school and during lunch. This is done so that more graduates enroll, 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.

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

Rigorous programs provide pathways for students to achieve their goals beyond high school. Advanced Placement (AP), Middle Years Program (MYP), and International Baccalaureate (IB) courses aim to challenge students and prepare them to compete in a global society. Students are also encouraged to join the Advancement Via Individual Determination Program (AVID) to enrich and enhance the core program and promote a college-bound approach using WICOR strategies with the assistance of our college AVID tutors. Project Lead the Way (PLTW) offers students a pathway toward a medical future, while Career Technical Education (CTE) offers courses in entrepreneurship, web design, graphic design, and music production. Counselors support equal access and success in Advanced Placement (AP) courses and other pathways. Program and coursework overview is offered through various class presentations by the higher education team. Programs offered are also presented to parents through the monthly Coffee Chats and other parent meetings.

During the school year and in the summer, teachers attend conferences/trainings to refine their craft and improve their instructional delivery. Collaboration Wednesdays offer a time and space for teachers to share ideas, review data, and plan lessons. Administrative learning walks aim to monitor and document the implementation of effective instructional strategies to ensure schoolwide practices that support 21st-century Learning and College and Career Readiness. AP teachers attend conferences/training, look at data, and use it to modify instruction, provide AP boot camps, and increase pass rates. Information obtained is shared with the Instructional Leadership Team and disseminated during Department collaboration time.

(Tier 2) Our counseling referral system supports students at risk of becoming disengaged in school and showing poor attendance or adverse behavior with appropriate interventions. Project D targets students at risk of failing and provides one-on-one check-ins with individual counselors. Students are placed in APEX, Bridge, and Summer School courses for credit recovery. Students are given additional assistance from teachers and counselors in class, after school, and on Saturdays to ensure student success. Our Project Kinship Specialist conducts mediations, check-ins, and restorative circles for moderate behavior concerns.

(Tier 3) Students demonstrating chronic absenteeism, persistently low academic achievement, or hostile behavior against others are referred to our COST Team and are provided with interventions based on need. Such interventions may include a Student Success Plan (SSP), a Behavior Intervention Plan (BIP), the CICO Program, a home visit, and in-site or off-site referral for a higher level of care as needed. Counselors also work closely with parents, teachers, and students to monitor and support our most at-risk students and ensure student attendance and improvement in behavior to get students back on track. The Outreach Consultant and FACE liaison work closely with our counselors to support students and families with in- and out-of-school services and resources.

Budgeted Amount:

11,607.92

Total Expenditures

46,431.72

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

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

School English Language Arts Goal:

Saddleback High School students will improve English language literacy - reading, writing, listening, and speaking, through the implementation of a school-wide focus on literacy, language acquisition, nonfiction reading and writing, and critical thinking through the integration of technology and Common Core State Standards. Saddleback High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at-risk or not making adequate progress. Moreover, cross-curricular collaboration will produce strategies, proficiency rubrics, and resources focused on improving student literacy to be shared across all content areas.

Strategy/Activity 1

Tier 1 - English Language Arts

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

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

Teachers offer individual assistance to provide students with additional practice, clarification, and reinforcements of skills and concepts. This supports student understanding and their ability to write and understand English functions and concepts to improve grades and decrease the

number of D's and F's in English. Before and after-school tutoring assists students by reinforcing student learning and helping students master the standards.

Supplemental digital platforms support reading and writing across the curriculum, such as, but not limited to, My Access, Grammarly, Quizziz, Padlet, Gimkit, Jamboard, EdPuzzle, Nearpod, Screencastify, Flipgrid, Google Forms, Kahoots, IBtheoryofknowledge.net, AVIDweekly, Avid.org, Padlet, Flipgrid, Peardeck, Read Theory, and AP Classroom, which enable students to refine their literacy skills through interactive lessons. Common, proven instructional strategies, such as note-taking, Thinking Maps, vocabulary-building activities, and AVID WICOR strategies, are utilized across all disciplines. Staff are trained to support the strong development of English literacy and support struggling students, special education students, and English learners.

These strategies are monitored through admin learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement. Teacher participation in demo lessons aims to foster cross-department articulation and the implementation of shared practices.

Budgeted Amount:

8,674.51

Strategy/Activity 2

Tier 2 - English Language Arts

Tutoring, intervention classes, and mentoring opportunities are available for students to support student achievement. Two college CORE tutors work one-on-one with students to provide support in English Language Arts classes, assisting English Learners and other struggling students with support in areas of need. Mental health and social conflict support is offered through our Project Kinship Specialist, who conducts mediations, check-ins, and restorative circles to mitigate some of the challenges our Tier 2 students face. In addition, our Local Scholar Program is available to help students with tutoring before and after school, while teachers support them with flexible tutoring hours.

Teachers have access to professional development throughout the year through GoPD, summer institutes, or certification programs to help teachers refine their craft, collaborate with other educators, and acquire new instructional ideas/strategies to enrich, enhance, and ensure equal access to the core program for all students.

One monthly Collaboration Wednesday is dedicated to cross-curricular and/or grade-alike meetings focusing on mastery. Teachers use these meetings to provide content alignment, discuss effective writing strategies, identify priority standards, and utilize actionable data from common formative and summative assessments to produce next steps toward classroom implementation.

The counseling team provides academic, behavioral, and social-emotional support, parent-student communication, and one-on-one check-ins for students demonstrating a decline in overall performance.

Our Coordinated Services Team (COST) supports students at risk of becoming disengaged in school and showing poor attendance, a decline in academic achievement, or adverse behavior. Interventions are recommended when appropriate.

Budgeted Amount:

11,607.84

Strategy/Activity 3

Tier 3 - English Language Arts

Classroom teachers ensure support for Tier 3 students with additional opportunities to practice literacy skills while providing a positive, inclusive, and differentiated learning environment for students failing their courses. Students work collaboratively in homogeneous and heterogeneous ability groups to acquire and practice new learning. Partnering students with peers with slightly higher ability levels aims to provide struggling students with content and language support to help them better understand the presented concepts.

Our Coordinated Services Team (COST) further evaluates and supports students who exhibit insubordination, lack of motivation, failure to attend school, mental health risks, and failing grades. To help students and their families cope with the adverse situation, a higher need for support, interventions, and resources is recommended. Communication and coordination between parents, students, teachers, counselors, administrators, the Project Kinship Specialist, the Outreach Consultant, the FACE Liason, the school psychologist, the ELD Coordinator, and other support staff are maintained to ensure the proper support and interventions are in place to ensure the student's academic success.

Interventions may include, but are not limited to, a Student Success Plan, Attendance Contract, Check-in-Check-out (CICO) Program, 504 Plan, Behavior Intervention Plan (BIP), Project D, special education evaluation/testing, counseling, or therapy, APEX, Bridge, or summer school credit recovery courses.

Budgeted Amount:

11,607.84

Total Expenditures

31,890.19

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

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

School English Learner Progress Goal:

All Saddleback High School English Learners will improve English language acquisition through consistent practice with academic language and effective strategies. English learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure English Literacy and language acquisition routines are in place for English learners to be successful. English Learners will receive differentiated instruction throughout the school day to access core content and develop English language skills. Cross-collaboration between the ELA and all other departments will yield instructional strategies to be shared with all departments from common standards-based elements focused on writing and vocabulary development. Data and resources from ELPAC, Ellevation, and NWEA (MAP) will be used to guide collaboration.

Strategy/Activity 1

Tier 1 English Learner Progress

English learners are offered designated English Language Development (ELD) instruction in English classes and integrated ELD across all other subject areas to promote academic achievement and language acquisition. Teachers attend professional development trainings focusing on English Learner strategies, academic language, and project-based learning. Professional development includes AVID, SDAIE, and GLAD strategies such as academic language and literacy, collaborative academic conversations, scaffolding, vocabulary development, sentence starters, and sentence stems and frames, which enable students to connect existing knowledge, construct meaning, and modify their learning. Teachers provide literacy and reading

instruction school-wide by incorporating reading and writing strategies across the curriculum. Supplemental instructional materials, such as Gimkit, Grammarly, Quizziz, Jamboard, EdPuzzle, Nearpod, Screencastify, Flipgrid, Kahoot, Padlet, Flipgrid, and Peardeck are integrated into the classroom to enable English Learners to develop across all language domains and assist students in seeing, understanding, and applying what they learn to ensure students' successful access to the grade-level curriculum. These interactive experiences help students better understand and connect the new learning to prior knowledge. Further support is available for teachers through demo lesson observations, which aim to foster cross-curricular articulation and implement shared practices.

Departments meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regard to English Learners. Staff will meet in various collaborative groups (i.e. course alike, common grade level, etc) to assist each other in the delivery of a curriculum that will assist English Learners. Meetings will produce follow-up measures and short-term goals for accountability purposes.

Content area classes use instructional materials such as highlighters, colored post-it, chart paper, lab equipment, visual posters, and other educational materials that enable English Learners to be more engaged and better grasp the learned concepts. In addition, Makerspace, located in the library, allows students to create 3D models and cross-curricular projects, offering students a hands-on experience that clarifies and reinforces what they are being taught in class. Cameras are utilized to create class projects and presentations, encouraging students to work independently or in teams to enhance public speaking skills and develop their unique interests and talents. Supplemental materials are used to bridge the gap, making the core curriculum accessible and enriching and improving classroom instruction across the content curriculum for English learners.

Teachers can access ELD resources on-site and through Ellevation and GoPD. Using Ellevation data, activities, and resources, teachers can monitor student progress and address students' language needs. Teachers work with students throughout the year to increase the State Seal of Biliteracy recipients through collaboration between teachers, parents, and counselors.

ELD instructional strategies are monitored through administrative learning walks and reinforced at meetings to ensure schoolwide practices support engagement and academic achievement.

Budgeted Amount:

8,674.51

Strategy/Activity 2

Tier 2 - English Learner Progress

English Learners who have been in the United States for less than three years participate in English 1 and English 2 classes, which are equivalent to English 9 and 10. Supplemental materials such as Get Ready! and Rosetta Stone promote language and literacy skills in English 1 and 2 classes. Instructional materials such as leveled library books and online platforms are also available to assist English learners with additional support.

The master schedule is configured to address the needs of newcomers by clustering them where possible. Additional support is provided for our newcomers and other English Learners during Tutorial and before and after-school tutoring with their teachers. Additionally, with extended hours, students are invited to attend after-school tutoring offered through the Local Scholars Program to enable them to refine and reinforce their language skills. Students who have been in the US for less than three years are also invited to participate in the district's Saturday Language Academy (SLA), where they increase their English language acquisition while exploring their identity, culture, and language. "Nuevos Horizontes" is a newcomer group that meets twice a month in the Wellness Center to provide support, assistance, and resources to enhance the learning experience of newly arrived students in the U.S.

English learners are taught to use planners to stay organized, manage their time, and complete assignments. To prepare for Spring Testing, English Learners attend an ELPAC Workshop to receive an overview of the test and prepare for the Summative ELPAC Test. When English Learners face academic and personal challenges, the counselors have one-on-one meetings with them. Counselors communicate with teachers, parents, the Outreach Consultant, the FACE Liaison, the ELD Coordinator, and the Assistant Principal of Guidance to determine their needed support. Moreover, our Project Kinship Specialist conducts mediations, check-ins, and restorative circles to support our Tier 2 English Learner students and provide additional resources as needed.

Budgeted Amount:

11,607.84

Strategy/Activity 3

Tier 3 - English Learner Progress

Classroom teachers support Tier 3 English Learners, particularly Long-Term English Learners (LTELS), with additional tutoring opportunities, modified assignments, retake testing opportunities, peer tutoring, study habits management, preferential seating arrangement, and ongoing parent communication. Teachers, counselors, the ELD Coordinator, the Outreach Consultant, the Project Kinship Specialist, and administrators maintain continuing communication with parents of EL students who are not making adequate progress. English Learners earning a D or F in English or Math during Semester 1 are monitored through Ellevation and offered additional supports and/or interventions. Interventions may include, but are not limited to, a Student Success Plan, Attendance Contract, Check-in-Check-out (CICO) Program, 504 Plan, Behavior Intervention Plan (BIP), Project D, special education evaluation/testing, counseling, or therapy, APEX, Bridge, or summer school credit recovery courses.

The Coordinated Services Team (COST) further evaluates and supports English Learners who exhibit insubordination, lack of motivation, failure to attend school, mental health risks, and failing grades. To help students and their families cope with problematic situations, a higher need for support, interventions, and resources is recommended. Communication and coordination between parents, students, teachers, counselors, administrators, the Project Kinship Specialist, the Outreach Consultant, the FACE Liaison, the school psychologist, the ELD Coordinator, and other support staff are maintained to ensure the proper support and interventions are in place to ensure the student's academic success.

Budgeted Amount:

11,607.84

Total Expenditures

31,890.19

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

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

School Math Goal:

All Saddleback High School students will demonstrate improved mathematics achievement through the use of explicit, strategic, intentional, and informed instruction based on Common Core State Standards, as measured by local and state assessments. Saddleback High School teachers will differentiate their instruction to make content accessible for all students and provide

intervention for those students at risk of not making adequate progress

Strategy/Activity 1

Tier 1 - Math

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

Teachers meet with their departments and course-alike teams to lesson plan and examine student data and make adjustments to the curriculum and instructional strategies based on the data. Meetings produce follow-up measures and short-term goals for accountability purposes.

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

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

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

Budgeted Amount:

8,674.51

Strategy/Activity 2

Tier 2 - Math

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

Budgeted Amount:

11,607.84

Strategy/Activity 3

Tier 3 - Math

Math teachers provide Tier 3 students additional opportunities to practice math skills while providing a positive, inclusive, and differentiated learning environment. Students work collaboratively in homogeneous and heterogeneous ability groups to acquire and practice new learning. Peer tutoring aims to provide struggling students with content and language support to help them better understand the presented concepts.

Students who fall behind in math and other courses are referred to the Coordinated Services Team (COST). The COST Team further evaluates and supports students failing math, lack of motivation, failure to attend school, and mental health risks. Interventions and resources are recommended based on need. Communication and coordination between parents, students, teachers, counselors, administrators, the Project Kinship Specialist, the Outreach Consultant, the FACE Liason, the school psychologist, the ELD Coordinator, and other support staff are maintained to ensure the proper support and interventions are in place to ensure the student's academic success.

Interventions may include, but are not limited to, a Student Success Plan, Attendance Contract, Check-in-Check-out (CICO) Program, 504 Plan, Behavior Intervention Plan (BIP), Project D, special education evaluation/testing, counseling, or therapy, APEX, Bridge, or summer school credit recovery courses.

Budgeted Amount:

11,607.84

Total Expenditures

31,890.19

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

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

School Content Area Goal:

Saddleback is dedicated to supporting the implementation of our Academic Pathways within our content area departments: AVID (Advancement Via Individual Determination), Advanced Placement (AP), Project Lead the Way (PLTW) Bio-medical, Visual and Performing Arts (VAPA), Career and Technical Education (CTE) courses, and International Baccalaureate Diploma Programme (IB). Inter-pathway collaboration uses program standards and resources to provide cross-curricular connections to address common instructional and assessment elements. Teachers will receive interdisciplinary professional development, specifically focusing on

data analysis-driven strategies, to provide consistent student support in all subject areas.

These courses prepare students for high-demand careers with a depth of learning that builds real-world skills to compete in a global society. Saddleback staff works collaboratively to provide increased access to the Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum, college and career investigation, and preparation. Staff encourages students to meet or exceed grade-level standards and collaborate with families and community members to inform, as well as provide support and mentorship that ensures our students have access to opportunities for lifelong success.

Strategy/Activity 1**Tier 1 - Content Area**

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

Teachers 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. Meetings produce follow-up measures and short-term goals for accountability purposes.

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

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

The core academic program, emphasizing academic language, is enhanced by students participating in various activities supporting science and social science/history. This allows students to apply what they have learned in the classroom to real-life experiences.

Administrative learning walks monitor the implementation of effective instructional strategies and provide teachers with constructive feedback.

Budgeted Amount:

8,674.51

Strategy/Activity 2**Tier 2 - Content Area**

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

Teachers collaborate and analyze student performance data to target specific student subgroups for intervention and remediation. Through Department and cross-curricular collaboration, mastery of identified priority standards takes precedence to focus on Best First Instruction. Content area teachers offer tutoring before and after school to assist students who need additional support and practice. Teacher tutoring hours are posted on the Saddleback website under the teacher's name or on Aeries.

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

Budgeted Amount:
11,607.84

Strategy/Activity 3
Tier 3 - Content Area

Content area teachers provide Tier 3 students additional opportunities to practice skills and concepts specific to their subject area. Students work in collaborative groups and independently to acquire and practice new learning. Peer tutoring allows struggling students with content and language support to help them better understand the presented concepts. Before and after-school tutoring is offered by classroom teachers and our Local Scholar Program in the library.

Students who fall behind in science, history, and other subjects are recommended to the Coordinated Services Team (COST). The COST Team further evaluates and supports students failing science or social science, lacking motivation, failing to attend school, and exhibiting mental health risks. Interventions and resources are recommended based on need. Communication and coordination between parents, students, teachers, counselors, administrators, the Project Kinship Specialist, the Outreach Consultant, the FACE Liason, the school psychologist, the ELD Coordinator, and other support staff are maintained to ensure the proper support and interventions are in place to ensure the student's academic success.

Interventions may include, but are not limited to, a Student Success Plan, Attendance Contract, Check-in-Check-out (CICO) Program, 504 Plan, Behavior Intervention Plan (BIP), Project D, special education evaluation/testing, counseling, or therapy, APEX, Bridge, or summer school credit recovery courses.

Budgeted Amount:
11,607.84

Total Expenditures

31,890.19

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:

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

Strategy/Activity 1

Tier 1 - Parent and Family Engagement

Saddleback holds our parent partnership in high regard. Our FACE Liaison provides a welcoming Wellness Center for our parents, guardians, and community partners. Our Wellness Center offers a variety of opportunities to support families and provide resources. Parent informational meetings and classes are offered to educate parents about their student's educational choices and ways to help them better. Community and in-school resources are offered to parents and provide ongoing support. Tech support is offered to parents to assist them with using Aeries Parent Portal, ParentSquare, email use, and program verification, as well as help them navigate school and district websites/resources.

Parents play a crucial role in student achievement. Madres Unidas and college and financial aid workshops provide parents with tools to assist their students in school and beyond. Parents and students are invited to participate in the late-night meetings of the weekly college application and financial aid application during the college application period. College representatives provide counselors with training to assist students in completing college application essays. The Higher Education Coordinator, the counselors, the FACE Liaison host College Application and Financial Aid Nights, and a Parent Night during the application window. These are meetings designed to assist parents and students with the college application process and college planning for their student's learning and post-secondary college and career.

Parent communication is maintained throughout the year using Parent Square (posts, reminders, text, or voice messages), email, and phone calls. Parents are regularly updated about individual student achievement in all academic areas through parent/teacher/counselor conferences and other home/school communication. After-school, Saturday, and summer programs are shared with parents via ParentSquare or personal email. Progress reports are sent home every 6-weeks. Parents and students can access grades, assignments, test scores, and attendance information through Aeries's student/parent portal. General information is also available on the Saddleback website. One-on-one outreach is also available to parents on an as-needed basis with our FACE Liaison.

Parents are invited to attend athletic events, plays, musicals, and awards assemblies such as athletic awards, senior awards, legacy awards, and Top Scholars. Parents of athletes are also encouraged to participate in athletic booster clubs. Parents are also encouraged to attend Back to School Night and Open House, where information is available to help parents reinforce and support students' attendance, discipline, classwork/projects, and assessments. Saddleback's Positive Behavioral Interventions and Supports are reinforced through our TRACK approach: Teamwork, Responsibility, Achievement, Community, and Knowledge, which provides students and parents with expectations for positive behaviors and routines. Our TRACK System is also aligned with SAUSD Graduate Profile characteristics, which are the District's set academic traits/skills to ensure that SAUSD can compete globally. Parents are also invited to attend monthly coffee chats at the Wellness Center with the principal. These meetings offer parents the opportunity to be informed about events and other activities going on at Saddleback. Parents

learn about ways to help their students achieve the a-g requirements for graduation. Parents also get involved through our Parent Reading Club, which promotes literacy and serves as a support group for parents to connect and share everyday experiences related to the readings. At the same time, parents are exposed to some of the reading students have in their classes. Participants receive light snacks and refreshments.

Additionally, parents are encouraged to participate in the English Learners Advisory Committee (ELAC) and School Site Council. These committees work with the principal, parents, students, and staff to review and revise the School Plan for Academic Achievement (SPSA), analyze student data, and recommend Title I-funded programs.

Teachers, counselors, the Project Kinship Specialist, the Outreach Consultant, the ELD Coordinator, the Registrar, and other support staff regularly assist parents and students.

Budgeted Amount:

12,107.84

Strategy/Activity 2

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

Saddleback High School provides family interventions to parents of students who are at risk. The FACE Liaison and the Outreach Consultant offer individualized resources to parents and families based on each family's needs: housing, food, clothing, school supplies, hygiene kits, financial resources, bus passes, parenting assistance, or support for their children. The Wellness Center also offers families with students facing challenges individualized assistance based on the family's needs, including social-emotional and mental health resources in school and the community. Parents of newcomers and English learners are invited to attend English learner overview meetings to discuss ELPAC testing, reports, available EL supports, and reclassification criteria.

Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Through regular feedback and community outreach events, mastery of identified priority standards takes precedence in focusing on Best First Instruction.

Project Kinship conducts mediations, check-ins, and restorative circles to support our Tier 2 students and provide additional resources and support. Parents are informed of teachers' tutoring schedules and the LSP support offered after school from 3:30-6:30 pm.

Ongoing communication between all stakeholders is maintained regularly to promote academic achievement and healthy social-emotional well-being for our students who are not progressing adequately.

Budgeted Amount:

12,107.84

Strategy/Activity 3

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

Students demonstrating chronic absenteeism, persistently negative behavior, and lack of engagement are referred to the COST team for intervention and support. The COST Team consists of administrators, counselors, and Higher Ed. Coordinator, administrators, psychologists, Outreach Consultant, and FACE Liaison. Student's grades, test scores, attendance, assertive discipline records, and possible home-life situation are reviewed. Parents are informed of meeting outcomes and recommendations. Based on individual student needs, Tier 3 students are provided with one or more of the following programs and services:

Student Success Team Referral: a Student Success Plan is set up in which parents, teachers, and counselors collaborate to monitor and support students to ensure student attendance and improvement. Parents are invited to participate in SST meetings to provide input about the student's overall well-being, home situations, and other contributing factors that may adversely impact the student's behavior and performance.

Behavior Intervention Plans (or BIP) are set up to reward and promote positive student behavior in situations where a student's behavior significantly impacts their academic performance and peer relations.

Check-in / Check-out Program: Regular student check-ins and grade monitoring by the Outreach Consultant, Counselors, and Administrators, as well as additional tutoring recommendations.

504 Plan—a plan is developed to ensure that a student who has an identified health condition or disability under the law and is attending a secondary educational institution receives accommodations to ensure their academic success and access to the learning environment.

IEP—Individualized Education Plan for students with special education needs, which includes referrals for additional counseling/therapy services based on the IEP team's recommendations.

Additional support is offered to parents and families through our Wellness Center. The FACE Liaison provides individualized resources and support for parents and families with students exhibiting academic, social-emotional, or personal challenges. Based on each family's needs, our liaison may provide them with a list of food distribution centers, clothing, health agencies, or other community resources.

Budgeted Amount:
12,107.84

Total Expenditures

36,323.52

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	46,431.72
Goal Area 2, English Language Arts	31,890.19
Goal Area 3, English Learner Progress	31,890.19
Goal Area 4, Math	31,890.19
Goal Area 5, Content Area Goal	31,890.19
Goal Area 6, Parent Engagement	36,323.52
Total Funds Budgeted	210,316.00