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Mission Statement

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to be productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

Board of Education

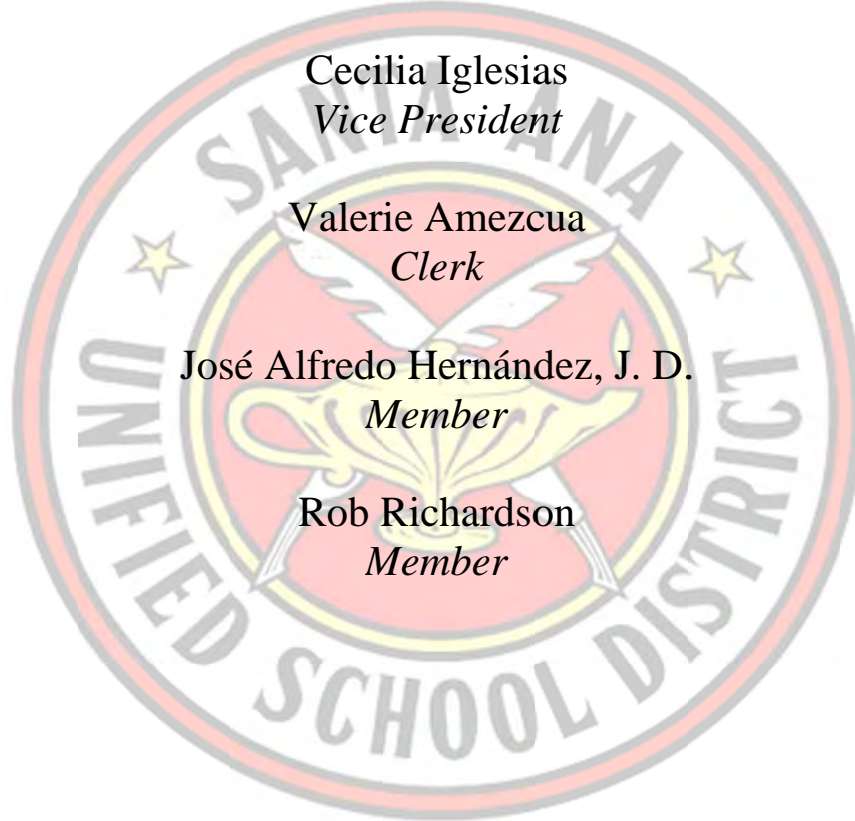
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Clerk

José Alfredo Hernández, J. D.
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Member



Santa Ana Board of Education
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District Administration

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Mark McKinney
Associate Superintendent, Human Resources

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Assistant Superintendent, Support Services

Joe Dixon
Assistant Superintendent, Facilities & Governmental Relations

Dawn Miller
Assistant Superintendent, Secondary Education

Michelle Rodriguez, Ed.D.
Assistant Superintendent, Elementary Education



Segerstrom High School Administration

Duncan McCulloch
Principal

Katrina Callaway
Assistant Principal, Curriculum and Instruction

David Williams
Assistant Principal, Guidance

Jesse Church
Assistant Principal, Student Services





Members of the Visiting Committee

Mr. Chris Douglass
WASC Chair
Principal

Ms. Laura Ghilarducci
Member
Fine Arts Department Chair

Mrs. Sandra Liwag-Vigil
Member
Teacher

Mr. Robert John Meier
Member
Coordinator – Educational Options (retired)

Mr. Estevan Ramirez
Member
Teacher

Mr. Gilberto Rodriguez
Member
Vice Principal

Mr. Daniel J. Todd
Member
Coordinator, Secondary English

Ms. Lakeyshua Washington
Member
Principal



Segerstrom High School Focus on Learning Leadership Team

Self-Study Coordinators

Christy Hargrave
English & Social Science Teacher

Chris Bradshaw
Social Science Teacher

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Laurie Dugan
Mathematics Teacher

Tim Werdel
Mathematics Department Chair

Standards-Based Learning: Curriculum

Sherrí Conferti
English Teacher

Sean Decker
Social Studies Teacher

Standards-Based Learning: Instruction

Margaret Segalla
English/VAPA Teacher

Maia Zinger
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Standards-Based Learning: Assessment

Lorraine Gerard
Social Studies Teacher

Stephanie Handley
English Department Chair

School Culture and Support for Student Personal and Academic Growth

Michael Altamirano
Social Studies Teacher

Jamie Bates
Activities Director/English Teacher





Segerstrom High School Instructional Leadership Team

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English

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*Assistant Principal, Curriculum and
Instruction*

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Mathematics

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Assistant Principal, Guidance

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Assistant Principal, Discipline

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AVID

Chris Bradshaw
WASC

Christy Hargrave
WASC



Chapter 1

Student/Community Profile



Segerstrom High School



CHAPTER 1

Student/Community Profile

CITY OF SANTA ANA AND COMMUNITY

Segerstrom High School is one of six comprehensive high schools within the Santa Ana Unified School District. Santa Ana Unified School District's public high schools include; Valley, Century, Santa Ana, Saddleback, Godinez, and Segerstrom.

Serving a vibrant and diverse community, the school is located within the city of Santa Ana in Southern California's Orange County. The city is bordered by Costa Mesa, Garden Grove, Tustin, Irvine, Westminster, Anaheim, and the city of Orange. There are seven community colleges within the area, two California State Universities (Long Beach and Fullerton) and University of California, Irvine. In addition, there are several private universities and colleges within a short commute including Vanguard, Concordia, Chapman, FIDM, among others. The city is home to the two-year public community college Santa Ana College and the Orange County branch of the Art Institute of California.

The City of Santa Ana has a long and proud history and works with community leaders from neighborhoods, community-based organizations, and service clubs to improve the quality of life for residents. The city is home to the Bowers Museum, Discovery Science Center, Santa Ana Zoo, and Segerstrom Center for the Arts.



The 2010 United States Census reported that Santa Ana had a population of 324,528. The city of Santa Ana is 76.1% Hispanic, 12.4% White, 9% Asian, 1.3% African American, and 1.3% other. According to the 2010 U.S. Census of U.S. cities with more than 300,000 people, Santa Ana was the 4th-most densely populated behind only New York City, San Francisco, and Chicago, and slightly more dense than Boston. Santa Ana has separate and unique sections within the city offering a multitude of diverse benefits and incentives to its businesses and residents. The city also has one of the region's busiest airports, John Wayne/Santa Ana International, accommodating over 2 million passengers on a yearly basis.

SANTA ANA UNIFIED SCHOOL DISTRICT

As the sixth largest district in California, Santa Ana Unified covers a 24 square mile area served by sixty-three schools serving 56,000 students. Santa Ana Unified School District includes thirty-seven K–5 elementary schools, nine 6–8 intermediate schools, eight 9–12 high schools, and eight charter schools. The school district provides an online accountability report card for each of its 61 schools. Santa Ana Unified employs over 4,500 full-time employees and is the second largest employer in the city.



In August 2012, the Santa Ana Unified School District Board of Education approved our new Vision and Mission Statements as part of the Seven Building Blocks of SAUSD's success. These statements align with the national direction and our implementation of the Common Core State Standards. They reflect SAUSD's path to providing a world-class education to ensure that our students are college and career ready and prepared to assume their role as a part of the global citizenry.

The Vision for SAUSD states: "We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career."

The Mission for the SAUSD states: "We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to be productive citizens, ethical leaders, and positive contributors to our community, country and a global society."

During the 2012-2013 school year, district leadership developed a Strategic Plan for organizational success with the overachieving goal to have "our students, college and career ready and prepared to be productive citizens in the 21st century." The plan is based on the following five strategic goals:

1. Provide all students with the knowledge, skills, and values to help them become productive citizens in the 21st century.
2. Develop and maintain a high performing staff
3. Maintain the fiscal integrity of the district, prioritize the revenues necessary to achieve our vision, and align expenditures with improving student initiatives.
4. Engage and empower our community to improve student academic achievement
5. Promote an environment that supports learning and the safety of students and staff.

The SAUSD experienced significant cabinet-level administrative changes in 2013-2014, as a new Superintendent, Dr. Rick Miller, was hired and began working in November of 2014, with his newly appointed Deputy Superintendent, Dr. David Haglund, both from Riverside Unified School District. In addition, Mark McKinney was hired as the new Assistant Superintendent of Human Resources in August of 2014.

SAUSD is one of six school districts statewide to receive Common Core implementation grant funding and began a laborious endeavor to train all staff with common core instructional strategies in preparation for Smarter Balanced Assessments beginning in 2015. SAUSD has devoted many hours of teacher trainings, which included teacher pullout days for subject and grade level curriculum development as well as, staff development at individual sites. Site staff development training focused on close reading, complex texts, and using academic language in the classroom.

SEGERSTROM HIGH SCHOOL

Segerstrom High School opened in September of 2005 with 1,200 ninth and tenth graders and has grown to its current capacity of 2,550 for the 2014-2015 school year. This is the second



full-term self study in the school's short history. The school is located within walking distance of the South Coast Plaza Shopping Center and Metro District. The school's \$55.7-million design consists of five buildings, each with a unique design that relates to the subject discipline that is taught.



Seegerstrom High School is a “school of choice” and a neighborhood school; residential students come from a small “neighborhood” surrounding the campus (approximately 1,250 students), the remaining 1,300 students are admitted through a “lottery” system. This system is an important element of the process of determining our student population. The expectation is that parents, students, and staff agree to the school's high standards and rigorous academic framework.

Another element of Segerstrom High School is the accountability/referral system. Staff uses this card system to ensure adherence to solid academic work habits and good attendance. A progressive discipline sequence is used to modify student behavior if it is proving detrimental towards their academic success. In 2013-2014, a significant change was made at the district level with respect to dress code by aligning SAUSD dress code policy with California Education Code. This change prompted the revision of Segerstrom's dress code card and the consequences assigned to it. Many discipline meetings with staff and committees were involved in this process of change. In addition, Segerstrom staff revised its Electronic Use policy in the spring of 2014 to make it more contemporary with technological advances, resource advantages, and instructional needs. During the summer of 2014, a committee of staff and faculty met with the purpose of revising both tardy and assignment cards. The outcome was a system that would serve as a support system for struggling students.

Seegerstrom High School went through significant changes to its administrative team in 2013-14, which included a new principal and three new assistant principals. Two of the three assistant principals were internal hires, new to their positions at Segerstrom, while the third was external candidate hire. Due to budget cuts in 2013-2014, Segerstrom lost additional funding for one assistant principal and a TOSA position that the school had since its inception. Without any decrease in student population, the high school lost 33% of its administrative support in the 2013-2014 school year. The district has since restored the TOSA position for the 2014-2015 school year.

In addition, the current Segerstrom administration team and staff committed to revising a number of outdated policies, standards, and student expectations and to revisiting the school's fundamental purpose. Various groups of teachers were brought together to collaboratively re-develop the Mission and Vision statements, as well as the ESLRs. Since many of the original staff has changed from the opening of the school, staff members wanted to have statements of belief that were easily remembered by all current stakeholders and could, in fact, act as the guide for the Vision of the school. From that meeting, the following Mission, Vision, and Expected School-wide Learning Results were established:



The Mission for Seegerstrom High School is: "To maintain a community that provides a challenging and supportive environment which empowers students to develop the skills and strategies necessary for post-secondary success."

The Vision for Seegerstrom High School is: "To create a community where all students do their best learning and all staff do their best teaching."

Revision of the school bell schedule was a point of focus during the 2013-2014 school year. Seegerstrom has a "seminar" period built into the school day originally designed as a silent sustained reading (SSR) period. Seminar committees have been set up in an effort to add structure to the 20-minute period. The seminar class model (used since the school inception) in its current format does not provide for consistent academic growth and has evolved into a study hall and mentoring period. In the spring of 2014, a committee of teachers and administration began studying bell schedule options for the 2014-2015 school year. The priority was to determine how 100 weekly minutes could be utilized more effectively in order to best support students in academic achievement. Student feedback determined that seminar is a great opportunity to bond with other students, get to know their seminar teacher, and provides time to do homework. During the 2014-15 school year, seminar has been differentiated by grade level.

Expected Schoolwide Learning Results

"Think! Create! Achieve!"

Effective Communicators	Engaged Learners	Exceptional Citizens
<ul style="list-style-type: none"> • Read, write, listen, articulate, and speak well • Use current technology as a tool for academic and professional communication • Express creative and artistic abilities 	<ul style="list-style-type: none"> • Set academic and career goals • Take responsibility for learning • Think critically • Solve problems • Manage time wisely 	<ul style="list-style-type: none"> • Practice American patriotism • Strive for Global awareness • Demonstrate good character and school spirit • Choose a healthy lifestyle • Seek community involvement

Seegerstrom High School prides itself on providing a comprehensive advanced college and career program with a common core curriculum, grounded on high expectations, and accountability for all. Emphasis is on a highly structured program of basic academic literacy skills, continued enrichment and the establishment of strong study and organizational skills. The school seeks to instill within each student a sense of responsibility, lifelong learning, patriotism, positive self-image, and pride in accomplishment. Exceptional student outcomes is the focal point, with students expected to be competent in the ESLR's listed above.



The staff at Segerstrom is committed to creating a college-bound culture where academic excellence meets student accountability, dedicated to ensuring that every student meet or exceed four-year university entrance requirements. Teachers work in professional learning communities (PLCs) to continuously improve instructional practices and develop smaller learning communities. These PLCs that allow students to receive more individualized attention, meeting during eight designated PLC times plus ten delayed starts throughout the year, as well as on other staff development days. The school has been in the process of restructuring many policies and programs during the 2013-2014 school year, but will be devoting PLC minutes and delayed starts to student interventions efforts during the 2014-2015 school year.

Campus Layout

The main building (Building A), overlooks the sports stadium and houses the gymnasium, administration offices, library, English Department and mild/moderate special education. The school library, which houses two computer labs and a conference room, overlooks the plaza. This large outdoor plaza connects the outer ring of building A with the rest of the school. At one end of the plaza, the Performing Arts building (Building B) includes separate band, choir and drama rooms along with a 430-seat theater. The Humanities building (Building C) houses social studies, foreign language, art classes, moderate/severe and medically fragile special education, and a STEM lab for engineering classes. It includes three of seven computer labs that are located throughout the campus, including an animation production facility established through a partnership with the Regional Occupation Program. A three-story science building (Building D) includes 16 fully equipped science laboratories with adjoining preparation spaces as well as subterranean



parking along. A two-story Mathematics building (Building E) includes connecting interior corridors, which are used for teacher work areas and collaboration space. The indoor gymnasium has a seating capacity of over 1,000 and is equipped with basketball, volleyball, and badminton courts; a wrestling room, a training room, and a weight room; a dance studio; and locker areas. In 2011, an Olympic-sized pool was constructed on school grounds as a joint-use venture with the YMCA.

All classrooms are in use; special education shares two rooms for resource support. Technology throughout the school includes 7 stationary computer labs, and 10 mobile labs, with 467 computers available for student use, as well as at least one computer, LCD projector, and document camera in every classroom, and Smart Boards shared by each department. Over the past two years, Segerstrom has replaced all teacher workstations and all stationary computer labs with modern equipment. In addition, there are SMART technology slates, Student Response systems, and a portable iPad lab with internet access available for teacher checkout. Computer labs are located throughout the school:

- Two student labs in the library (one PC and the other Mac platform).
- One lab in the Higher Education Center.



- One lab in Building A.
- Three labs in Building C for digital photography and engineering, funded in partnership with the Regional Occupational Program (ROP).

Segerstrom has four portable MacBook computer labs and six mobile Chromebook labs for classroom and testing use, and a 30 MacBook student checkout program is being implemented in the spring of 2015. The library and Higher Education labs are available to students before and after school to provide technology access for those without it at home as well as providing students with college and other educational resources.

SCHOOL STATUS

- Title I school – Schoolwide program since 2005
- Did Not Meet Adequate Yearly Progress (AYP) in 2013 or 2012, due to missed growth target in EL and socioeconomically disadvantaged subgroups.

ENROLLMENT, INCLUDING SPECIAL POPULATIONS

Enrollment for the current school year (2014-2015) is 2,550, which includes 88% Hispanic, 8% Asian, 2% White, 1% Black and 1% other ethnic identification. The ethnic breakdown of the school has remained relatively constant the last four years while students with other language backgrounds have increased significantly. English Learners have increased from 246 in 2013-2014 to 293 (currently 11.5% of the total population) and re-designated English proficient students have risen from 1,329 (53%) in 2012-2013 to 1,424 (56%) in 2013-2014.

Disadvantaged, Homeless, and Migrant Students

Other special populations continue to grow as well. Homeless students increased from 278 students in 2012-13 to 290 students in 2013-14. With an increase from 64% in 2011-12 to 78% in 2013-14 of Segerstrom students qualifying for free and reduced lunch, Segerstrom not only maintains its eligibility for Title One funding school-wide, but also qualifies for free and reduced Advanced Placement fees.

Migrant (less than 1% of our population) and Homeless (about 10% of our student population) student support is primarily coordinated through the district office, although a counselor acts as the designated site liaison for both programs. Through the support and monitoring of identified students, both those considered migrant and/or homeless have equitable access to all services comparable to those offered to other students of the school to meet the education, health, and related needs of all students. The classification of homeless and migrant students is kept confidential by the site coordinator, Gabrielle Griset. Under NCLB regulatory mandates, the population of students meeting these criteria, particularly the “homeless” criteria, has grown substantially in the past year. Based on McKinney-Vento, the legal definition of homeless now includes anyone who lacks a regular, fixed, and adequate nighttime residence (substandard housing), sharing of housing due to economic struggles (doubled-up), among other criteria. These two additions to the definition encompass many more students than in the past, reflected in numbers in the chart.



ENROLLMENT BY GRADE

Grade	Academic Year				
	2010 -11	2011 -12	2012 -13	2013 -14	2014- 15
9	743	611	719	604	728
10	591	731	585	681	600
11	560	552	691	548	683
12	558	529	546	657	537

ENROLLMENT BY GENDER

Gender	Academic Year				
	2010 -11	2011 -12	2012 -13	2013- 14	2014 -15
Male	1201	1155	1215	1239	1236
Female	1251	1208	1256	1251	1313

STUDENT ETHNICITY

Ethnicity	2012-2013 Ethnicity		2013-2014 Ethnicity		2014-2015 Ethnicity	
	Number of Students	Percent of Student Body (n=2,471)	Number of Students	Percent of Student Body (n=2,490)	Number of Students	Percent of Student Body (n=2,549)
Hispanic or Latino of Any Race	2,189	88.6	2,224	89	2,237	88
Asian Indian	3	>1	2	>1	2	>1
Black or African American	43	1.7	20	1	21	1
Cambodian	6	>1	4	>1	8	>1
Chinese	16	.6	12	.6	5	>1
Filipino	26	1	17	1	20	1
Guamanian	1	>1	0	0	1	0
Hawaiian	0	0	2	>1	0	>1
Hmong	1	>1	1	>1	3	>1
Japanese	15	.6	6	>1	1	>1
Laotian	15	.6	11	.6	5	>1
Other Asian	8	>1	8	>1	8	>1
Other Pacific Islander	6	>1	4	>1	3	>1
Samoan	4	>1	4	>1	4	>1
Vietnamese	178	7.2	164	6.6	147	5.8
White	62	2.5	52	2	68	2.7

FREE AND REDUCED LUNCH

Year	Percent of Students Eligible
2012-2013	71%
2013-2014	78%
2014-2015	78%

**2013-14 ENROLLMENT DATA**

2013-14 Ethnicity	#	%
Hispanic	2,224	88%
American Indian, Alaska Native	2	>1
Asian	191	8
Pacific Islander	4	>1
Filipino	17	1
African American	20	1
White	52	2
Two or More	20	1

Languages (Other than English)	#	%
Spanish	1,825	72
Vietnamese	127	5
Filipino	8	>1
Other	34	1

Grade Level	#	%
9	617	24
10	694	27
11	549	22
12	670	26

Gender	#	%
Male	1,210	48
Female	1,320	52

Special Programs	#	%
Special Education	161	6
Honors	1,190	47
AVID	184	184
GATE	561	561



Special Needs and Affiliations Program Overview

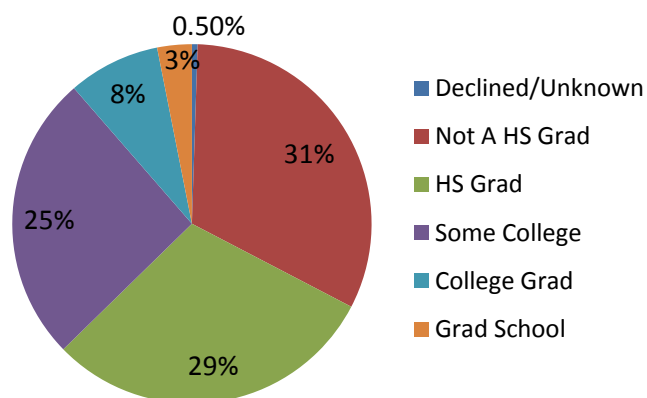
Seegerstrom’s Mild and Moderate Special Education students are served through a collaborative, full-inclusion model, with additional assistance provided in the Resource Room for delivering testing accommodations during the academic day, as well as tutoring before and after school and during lunch. Students' Individualized Education Programs (IEPs) reflect this collaboration, along with identifying goals and objectives to meet the needs of each individual student. Student Success Team (SST) meetings with students, staff, and parents are held regularly to identify the individual needs of general education students who have been referred by teachers or other staff members for academic support and placement in the appropriate intervention programs.

Moderate to Severe Special Education students are served in self-contained Special Education classes most of the day, with some students integrated into the general population depending on their requirements.

Five fully credentialed special education teachers coordinate a full inclusion mild/moderate program currently serving 161 students within the general population with the assistance of six part time paraprofessionals in this program (two at 4 hours per day and four at 3.75 hours per day), as well as two full-time one-on-one instructional assistants for students with mobility and other motor skills support needs. In addition, two moderate/severe classes, which were added on campus during the 2009-10 school year, are staffed by two credentialed special education teachers and five full-time paraprofessionals (6 hours per day). One class serves students with pre-academic abilities (currently 12 students) and the other class serves medically fragile students (currently 11 students). All students have the support of a part-time school psychologist as well as a part-time speech pathologist and board-certified mental health professional.

The 2014-1205 parent education breakdown details the disadvantaged community where our students come from and the limited number of college graduate role models in the community. This breakdown shows that nearly a third of our parents did not graduate from high school (31%) and another third has only a high school education (29%). Of the remaining parents, 26% have attended some college, and less than 9% are college graduates.

Parent Education Levels - 2014-15



PARENT EDUCATION LEVELS

Education Level	2013-14	2014-15
Declined/Unknown	2%	0.50%
Not A HS Grad	30%	31%
HS Grad	30%	29%
Some College	26%	25%
College Grad	9%	8%
Grad School	3%	3%



Seegerstrom's AVID program has consistently demonstrated student participation and growth over the past three years. In 2014-2015, Seegerstrom has included two additional sections of AVID 1 for incoming 9th graders, expanding the program to three cohorts or sections of 9th grade. This is in addition to the other five sections already offered for upper level grades, totaling 246 students. The school has an outstanding support group of teachers, counselors and administration as well as district support which contributes to the programs overall success.

Seegerstrom has also implemented a credit recovery class for 10-12 graders who are deficient in graduation credits. Two sections are currently offered and housed in the 'A' building computer lab during 1st and 2nd period. The class utilizes APEX software and allows students to regain credits due to failing classes. This program is beginning its third year at Seegerstrom and has discontinued the Plato version software from 2012-2013 to the current APEX software license.

SPECIAL PROGRAMS BY YEAR

Special Education	#	%
2011-2012	140	5.78%
2012-2013	154	6%
2013-2014	161	6.40%
2014-2015	162	6.3%

GATE	#	%
2011-2012	562	23.21%
2012-2013	577	23.07%
2013-2014	558	22.41%
2014-2015	575	22.5%

Migrant Ed	#	%
2011-2012	17	0.70%
2012-2013	15	0.59%
2013-2014	19	0.64%
2014-2015	4	0.16%

AVID	#	%
2011-2012	146	6.03%
2012-2013	163	6.95%
2013-2014	183	7.32%
2014-2015	246	9.90%

Homeless	#	%
2011-2012	314	12.97%
2012-2013	278	11.50%
2013-2014	290	12.81%
2014-2015	283	11.1%

English Learners	#	%
2011-2012	396	16.40%
2012-2013	300	11.80%
2013-2014	275	11.0%
2014-2015	293	11.5%

LANGUAGE PROFICIENCY

The primary language spoken at home by 72% of Seegerstrom students is Spanish. There are 12 other languages spoken by Seegerstrom students at home as indicated below. All core teachers are certified SDAIE or CLAD and utilize common SDAIE instructional strategies in all classrooms to enable students to connect existing knowledge, construct meaning, modify their own learning, and be successful in a challenging, standards-based curriculum. Teachers provide language support both within the classroom, through lesson differentiation, and also outside in teacher tutorials, peer tutorials, and other opportunities as designed by staff members to fill student needs.



2013-2014 LANGUAGE PROFICIENCY

Primary Language	EL				FEP				Total
	9th	10th	11th	12th	9th	10th	11th	12 th	
Arabic							1		1
Cantonese					1		4	1	6
Chaozhou (Chiuchow)					1	1		1	3
Farsi	1							1	2
Filipino (Tagalog)	1				1		1	4	7
Hmong	1					1			2
Khmer (Cambodian)					1	2	1		4
Lao	1								1
Mandarian (Putonghua)						1	1	1	3
Spanish	159	109	46	40	238	319	223	212	1,346
Urdu					1	1	1		3
Vietnamese	3	2	2	1	19	35	24	29	115
TOTAL per grade	166	111	48	41	262	360	256	249	1,493

Re-Designation Rates and Annual Measurable Achievement Objectives

In 2013-2014, Seegerstrom had a significant English learner population, including 1,424 re-designated students and 275 EL students of our total population of 2,490. Current CELDT data will be used to re-designate students during the spring of 2014-15. These indicators of progress are also evident in the ability to meet and exceed the target Annual Measurable Achievement Objectives for NCLB. Of the 321 students who were administered the CELDT in September 2013, there were 202 of 316 students with valid CELDT scores who met the criteria of AMAO 1. For AMAO 2, 193 of 326 CELDT takers who have been in the country 5 years or more advanced a level, while 6 of 9 who have been in the country less than 5 years advanced.

<p>AMAO 1 Percent of ELs Making Annual Progress in Learning English:</p>	<p>70.4% (Target Met)</p>	<p>The AMAO 1 reflects the percentage of English Learners (ELs) making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target depending upon the level of proficiency attained on previous years of the CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels of proficiency are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve the English proficiency level on the CELDT. ELs achieving the English Proficient Level are expected to maintain that level.</p>
<p>AMAO 2 Percent of ELs Attaining English Proficiency on CELDT</p>	<p>More than 5 years: 65.2% (Target Met)</p> <p>Less than 5 years: (Target = 22%)</p>	<p>The AMAO 2 measures the extent to which ELs are attaining the English Proficient Level on the CELDT at a given point in time. English Proficient is defined as having an overall proficiency level of Early Advanced or Advanced on the CELDT and an Intermediate proficiency level or higher on each of the four domains (listening, speaking, reading, writing). Students in kindergarten or first grade need only have Intermediate proficiency in listening and speaking.</p> <p>In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for 5 years or more. All students taking the CELDT are required to be included in the AMAO 2 calculations, including students taking the initial CELDT.</p>

LANGUAGE PROFICIENCY

Language Proficiency	2012-13*		2013-14*		2014-15* (*Aeries)	
	#	%	#	%	#	%
EO	541	22	528	21	510	20
IFEP	334	13	303	12	288	11.3
EL	297	12	275	11	293	11.5
RFEP	1,329	53	1,424	56	1,458	55
Enrollment	2,501	-	2,490	-	2,550	



TITLE III ACCOUNTABILITY

Title III Targets		2010-11		2011-12		2012-13		
		SAUSD	Seegerstrom	SAUSD	Seegerstrom	SAUSD	Seegerstrom	
AMAO 1 - Annual Growth	# of Annual CELDT Takers	27,304	298	26,622	371	22,825	333	
	% with Prior CELDT Scores	99.6	98.7	99.8	100	99.9	99.4	
	# in Cohort	27,203	294	26,559	371	22,803	331	
	# Met	14,591	131	16,503	231	12,162	233	
	% Met	53.6	44.6	62.1	62.3	53.3	70.4	
	Met Target	No	No	Yes	Yes	No	Yes	
AMAO 2 - Attaining English Proficiency	Less than 5 Years	# in Cohort	18,301	15	17,625	9	16,578	7
		# Met	3,726	--	3,851	--	3,115	--
		% Met	20.4	--	21.8	--	18.8	--
		Met Target	Yes	--	Yes	--	No	--
	5 Years or More	# in Cohort	13,357	286	13,428	364	10,666	330
		# Met	5,777	123	6,803	206	4,461	215
		% Met	43.3	43	50.7	56.6	41.8	65.2
		Met Target	Yes	No	Yes	Yes	No	Yes

SEGERSTROM CELDT PERFORMANCE

Year	Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Total
		#	%	#	%	#	%	#	%	#	%	
2012-13	9	2	2%	4	4%	35	33%	58	55%	7	7%	106
	10	1	1%	2	1%	38	28%	77	57%	17	13%	135
	11	1	1%	0	0%	12	18%	45	66%	10	15%	68
	12	5	14%	1	3%	6	16%	21	57%	4	11%	37
	Total	9	3%	7	2%	91	26%	201	58%	38	11%	346
2013-14	9	6	9%	5	8%	22	34%	25	38%	7	11%	65
	10	0	0%	3	4%	22	26%	50	60%	9	11%	84
	11	1	1%	0	0%	19	28%	35	51%	14	20%	69
	12	3	7%	0	0%	8	20%	19	46%	11	7%	41
	Total	10	4%	8	3%	71	27%	129	50%	41	16%	259



ATTENDANCE

Of the comprehensive high schools in SAUSD, Segerstrom has had the highest attendance rate throughout the district. Average attendance rates throughout Santa Ana Unified high schools in 2013-2014 was 94.6%, while at Segerstrom the average rate for 2013-2014 was 96.61%.

Truancy rates for Segerstrom are remarkably small when compared to the district and county averages.

Student suspension rates have fallen in 2013-14 when compared to prior years. An effort by site leadership and staff was made to address and refine dress code, tardy, and homework policies in alignment with California Ed. Code and board policy and the implementation of PBIS.

At the end of the year, Segerstrom looks at pertinent student disciplinary data (grades, homework, attendance, discipline) and considers students who could be non-invites as it relates to fundamental policies set by school staff and site administration. The number of non-invites is very low for the past three years.

SEGERSTROM HIGH SCHOOL AVERAGE YEARLY ATTENDANCE

Year	2011-2012	2012-2013	2013-2014
Annual Rate	97.25%	97.21%	96.61%

SEGERSTROM HIGH SCHOOL EXPULSION, TRUANCY AND SUSPENSION RATES

Year	Enrollment	# Expulsions	Truancy	Truancy Rate	# Students Suspended	Suspension Percentage
2011-2012	2,363	6	342	14.47%	194	8.2%
2012-2013	2,501	4	276	11.03%	173	6.9%
2013-2014	2,490	1	260*	10.44%	75	2.9%
Total/Average	7,354	11	618	12.75%	442	6.0%

* Approximate

SEGERSTROM HIGH SCHOOL NON-INVITES

Year	2011	2012	2013	2014
# of Students	19	22	20	0



SAFETY CONDITIONS, CLEANLINESS, AND ADEQUACY OF SCHOOL FACILITIES

All students and staff members are provided a safe teaching and learning environment. Segerstrom has a “Safe Schools’ Plan of Action” in compliance with Senate Bill 187, including a crisis plan and substance abuse and violence prevention education. Segerstrom consistently follows established discipline policies. These policies include effective preventive strategies to address the needs of high-risk students. Segerstrom involves students in addressing school safety issues and sets a standard for adults and students to interact with each other in a caring, supportive manner.

Segerstrom encourages visible staff and parental presence to maintain a safe environment. There are strategies in place for students if they feel threatened and/or in need of assistance. The Safety committee has surveyed the school site and immediate surrounding community area to identify student safety issues and works with parents and community members to create a crime-free and safe community. The ongoing goal is for students to be safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities. The PBIS committee was established to bring the practices of Positive Behavioral Interventions & Supports to Segerstrom High School. The program provided professional development for staff on practices, and to promote positive behavior across campus. Segerstrom provides effective communication to address the challenges of gang crime and violence on or around the school grounds. SAUSD is one of the few school districts with its own police division and Segerstrom is assigned one of those officers on a daily basis.

District programs and community resources are made available to students and parents. Segerstrom participates in the district’s School Attendance Review Board (SARB) process and dropout prevention efforts, providing families with information on available district programs and available community based counseling and support programs. There are events and programs that involve students, parents, educators, and community leaders, such as our college/career fair and PTSO sponsored guest speakers. Segerstrom, ROP, Work Experience Program, and local businesses work together to provide students with jobs, job skills information and career goals development.

Segerstrom effectively communicates with students, parents, and community members in a manner that is respectful to a culturally diverse community. Students, parents, and staff work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school and feel that they are important members of a team. Learning and productivity are valued, success is expected of everyone, and class time is used efficiently. Students collaborate with the school’s staff in the decision making processes related to the improvement of their school’s environment, and students, parents, and staff have the skills necessary to resolve conflicts peacefully.



STAFF

Seegerstrom High School has 88 teachers on staff, 53 of whom have a Master’s Degree. This includes four special education Mild/Moderate teachers, one SDC Moderate/Severe teaching position, one SDC Medically Fragile teaching position, a full-time librarian, two ROP funded positions (2 periods of Sports Medicine and 5 periods of Digital Photography within the school day), an Activities Director, and an Athletic Director. A Teacher on Special Assignment (TOSA) was lost in 2013-14 but has returned in 2014-15. In addition, there are five counselors, a Higher Education Coordinator, and four administrators. All Seegerstrom teachers are Highly Qualified Teachers according to the No Child Left Behind Act of 2001.

TEACHER GENDER

Gender	Academic Year			
	2011-12	2012-13	2013-14	2014-15
Male	39 (44.4%)	35 (39.8%)	36 (41%)	37 (42.1%)
Female	49 (55.6%)	53 (60.2%)	52 (59%)	51 (57.9%)

TEACHER ETHNICITY

Ethnicity	Academic Year			
	2011-2012	2012-2013	2013-2014	2014-2015
American Indian/Alaskan	0(0%)	0(0%)	0(0%)	Not Available
Asian	7(7%)	6(.6%)	7(.6%)	Not Available
Pac Islander	1(1%)	1(.1%)	1(.1%)	Not Available
Filipino	1(1%)	2(.2%)	2(.2%)	Not Available
Hispanic	24(24%)	26(24.5%)	26(24.5%)	Not Available
African American	2(2%)	2(.2%)	2(.2%)	Not Available
White	65(65%)	70(66%)	69(66%)	Not Available
Multiple/No response	0(0%)	0(0%)	0(0%)	Not Available

SEGERSTROM STAFF DATA

Seegerstrom Staff Data	2013-2014	2014-2015
Number of certificated staff	106	106
Number of classified staff	50	50
Number of qualified personnel for counseling	5	5
Number of administrators/non-teaching staff	4	4
Percent of teachers who have met the highly qualified teachers’ requirements of NCLB	100%	100%
Number of National Board Certified Teachers	0	0
Number of ROP teachers	3	1.5
Percent of teachers instructing outside credentialed areas	0%	0%
Number with advanced degrees	56	53
Percent NCLB Compliant	100%	100%



TEACHER EDUCATION LEVEL

Year	Doctorate	Master's Degree +30	Master's Degree	Fifth Year within BA	Fifth Year	Bachelor's Degree +30	Bachelor's Degree	Total
2013-2014	0	0	56	0	0	9	32	88
2014-2015	0	0	53	0	0	9	35	88

Staff Development

A collaborative, school-wide, targeted professional development plan is exercised and supported by faculty based upon identified needs, school-based data, and instructional focus. Seegerstrom professional development plan is collaboratively developed by administration and ILT, supported by all staff, and is viewed as a positive part of the overall school culture.



Professional Learning Communities drive the learning experiences throughout the year. These Professional Learning Communities take on many forms: departmental, course-alike, and vertical teams. Up until the 2013-2014 school year, departments have been provided with three day-long “course-alike” collaboration days. These days allotted time for data analysis, common planning and assessment development, as well as vertical teaming

where appropriate. In past years, course-alike groups met to collaborate during common prep periods, and those PLCs without common prep time were given the opportunity to request one release day per semester to facilitate planning and data analysis. With a refocus on collaboration as part of our WASC goals for the 2014-2015 school year, a new collaborative model has been adopted to meet the changing needs of using data to drive instruction. Much of this collaboration utilizes the expertise on site, as well as inviting district office staff to help with data analysis, technology, or assessment development depending on the needs of the group.

Ongoing staff development is provided to teachers on Common Core, writing in all content areas, strategies for student engagement, strategies for struggling learners, and using Thinking Maps in all classrooms. This staff development takes place during delayed starts, faculty meetings, and, on occasion, during buy-back days held on campus.

In addition to on-site professional development, the district offers professional development and may subsidize the site for conference registration.


A SAMPLE OF STAFF DEVELOPMENT OPPORTUNITIES FOR 2013-14 INCLUDE:

Name of Conference/Workshop	# of Participants	District Sponsored	Non District Sponsored
2013 CADA Annual Conference	1		X
ACTIVE World	2		X
AP Summer Institute (6 workshops)	6		X
AVID Workshop	5		X
CLTA Back to the Future 2013	1		X
CSU Conference	4		X
CUE 2013 Conference	4		X
Herff Jones Tech Talk Workshop	1		X
K12 Common Core, EL & Tech Conf	2		X
Math and the Special Educator	1		X
National Science Teachers Assoc	1		X
Socratic For English Learners	2		X
STEM & Digital Media Arts Showcase 2013	1		X
Teaching Creativity for the 21st Century	1		X
UC Irvine Counselor Conference	4		X
UC Riverside Counselor Conference	3		X

A SAMPLE OF STAFF DEVELOPMENT OPPORTUNITIES FOR 2014-15 INCLUDE:

Name of Conference/Workshop	# of Participants ¹	District Sponsored	Non District Sponsored
2015 CADA Annual Conference	1		X
AP Summer Institute (6 workshops)	25		X
AVID Summer Institute Workshop	9	X	X
AVID Workshop	8	X	X
CSU Fullerton Conference	2		X
CUE 2015 Conference	5	X	X
Herff Jones Tech Talk Workshop	1		X
K12 Common Core, EL & Tech Conf	33		X
Site technology workshops: cloud, Google apps, gooru, etc.	30*		X
UC Irvine Counselor Conference	3		X
UC Riverside Counselor Conference	3		X
CTE/PLTW Workshops	1		X

¹ *Estimated for current year.



DISTRICT POLICIES/SCHOOL FINANCIAL SUPPORT

Santa Ana Unified has faced cyclical enrollments and multi-million dollar cutbacks over the past several years but the Board of Education made it a priority to maintain all permanent staff during the recession (2007-11) and subsequent declines in revenue. Many schools in the district took advantage of discretionary grants, which allowed those schools to hire additional staffing. Seegerstrom High School worked within the confines of district allocation and school budgets. This will minimize the impact of staffing concerns when many of the grants expire at the end of the 2014-2015 school year. Per pupil spending for the 2013-2014 school year was \$8,396, a 1% rise from the past year. The new Local Controlled Funding Formula (LCFF) will become effective in the 2014-2015 school year.

SEGERSTROM ANNUAL FUNDING

Funding Source	2012-13	2013-14	2014-15
Federal: Title One	\$267,805.20	317,224.00	304,785.63
Federal: Title Three	--	--	--
Federal: ARRA			--
State: EIA-LEP	\$4,023.90	\$44,878.00	--
State: EIA-CompEd	--	\$155,037.00	--
State: School Improvement Program	\$4,023.90	\$25,175.00	--
State: Pupil Retention Block Grant	\$15,572.24	\$9,632.00	--
State: Discretionary Grant (one time funds)	\$93,482.75	0	--
District Average Expenditures per Pupil for 2013-2014 = \$8,396			

STUDENT PERFORMANCE DATA

Assessment Data (State and Local)

In the latest data for 2012-2013, API scores for subgroups saw a significant decrease in growth scores when compared to 2011-12. Growth targets were met in 2011-2012, but none were met in 2012-2013.

API SCORES

Criteria	2011-2012	2012-2013	2013-2014
API Base Score	810	817	N/A
Growth Target	N/A	N/A	N/A
API Growth Score	817	789	N/A
Actual Growth	7	-28	N/A

API SCHOOL RANKING

Year	School Ranking	Similar School Ranking
2010-2011	8	10
2011-2012	8	10
2012-2013	8	10



SUBGROUP API SCORES

Subgroups	2010-11		2011-2012		2012-2013	
	Growth Score	Met Target	Growth Score	Met Target	Growth Score	Met Target
Schoolwide	811	Y	817	Y	789	N
Hispanic	793	N	801	Y	775	N
Economically Disadvantaged	800	Y	806	Y	780	N
English Learners	728	N	733	Y	638	N
Special Education	651	N/A	627	N/A	626	N/A

AYP PROFICIENCY LEVEL

Criteria	Socioeconomically Disadvantaged			English Learners			Students with Disabilities		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Number Included	1,445	1,479	1,617	683	705	719	99	110	129
Growth API	800	806	780	728	733	696	651	627	625
Base API	805	799	806	730	728	733	604	647	627
Target	A	1	A	5	5	5			9
Growth	-5	7	-26	-2	5	-37			-2
Met Target	Yes	Yes	No	No	Yes	No			No

API GROWTH

API Subgroups	# students included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Student Groups Growth Target
Schoolwide	1,931		789	817	* ²	-28	
Black or African American	15	No	730	772			
American Indian or Alaska Native	3	No					
Asian	150	Yes	924	934	*	-10	No
Filipino	12	No	859	892			
Hispanic or Latino	1,691	Yes	775	801	5	-26	No
Native Hawaiian or Pacific Islander	6	No					
White	42	No	838	868			
Two or More Races		No					
Socioeconomically Disadvantaged	1,617	Yes	780	806	*	-26	No
English Learners	308	Yes	638	733	5	-95	No
Students with Disabilities	128	No	626	627			

² *Growth target for groups with API above 800 is to maintain levels above 800.



Adequate Yearly Progress (AYP) Data

ENGLISH LANGUAGE ARTS PERFORMANCE BY ETHNICITY

AYP Proficiency Level	All Students		African-American		American Indian / Alaska Native		Asian	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate	100	100	100	100	100	100	100	100
Number At or Above Proficient	543	438	--	--	--	--	61	38
Percent At or Above Proficient	75.8	76.6	--	--	--	--	96.8	90.5
AYP Target	78.4	89.2	78.4	89.2	78.4	89.2	78.4	89.2
Met AYP Criteria	Yes	No	--	--	--	--	Yes	Yes

AYP Proficiency Level	Filipino		Hispanic or Latino		Pacific Islander		White	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate	100	100	100	100	100	100	100	100
Number At or Above Proficient	--	--	446	378	--	--	17	--
Percent At or Above Proficient	--	--	73.0	74.9	--	--	85.0	--
AYP Target	78.4	89.2	78.4	89.2	78.4	89.2	78.4	89.2
Met AYP Criteria	--	--	No	Yes	--	--	--	--

ENGLISH LANGUAGE ARTS PERFORMANCE BY STUDENT GROUP

AYP Proficiency Level	Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate	100	100	100	99	100	98
Number At or Above Proficient	415	368	155	53	12	13
Percent At or Above Proficient	73.8	74.5	57.2	40.2	29.3	34.2
AYP Target	78.4	89.2	78.4	89.2	78.4	89.2
Met AYP Criteria	No	No	No	No	--	--



MATHEMATICS PERFORMANCE BY ETHNICITY

AYP Proficiency Level	All Students		African-American		American Indian / Alaska Native		Asian	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate %	100	99	100	100	100	100	100	100
Number At or Above Proficient	547	437	--	--	--	--	62	39
Percent At or Above Proficient	76.5	76.5	--	--	--	--	98.4	92.9
AYP Target	79.0	89.5	79.0	89.5	79.0	89.5	79.0	89.5
Met AYP Criteria	No	No	--	--	--	--	Yes	Yes

AYP Proficiency Level	Filipino		Hispanic or Latino		Pacific Islander		White	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate %	100	100	100	99	100	100	100	100
Number At or Above Proficient	--	--	454	375	--	--	16	
Percent At or Above Proficient	--	--	74.4	74.4	--	--	80	--
AYP Target	79.0	89.5	79.0	89.5	79.0	89.5	79.0	89.5
Met AYP Criteria	--	--	Yes	No	--	--	--	--

MATHEMATICS PERFORMANCE BY STUDENT GROUP

AYP Proficiency Level	Socioeconomically Disadvantaged		English Learners		Students with Disabilities	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Participation Rate	100	99	100	98	100	95
Number At or Above Proficient	420	371	161	57	14	18
Percent At or Above Proficient	74.9	75.3	59.4	43.5	34.1	48.6
AYP Target	79.0	89.5	79.0	89.5	79.0	89.5
Met AYP Criteria	No	No	No	No	--	--



California Standards Test (CST)

Seegerstrom students show mixed results in meeting advanced or proficient on the California Standards Tests. With only three years of data, trends are difficult to determine. State and County averages provides a basis for comparison within those cohorts.

Data that follows is through May of 2013, the last year that all 9th-11th grade students were tested, analyzing trends of the 2012-2013 student body. A summary of trend and comparison data of proficient and advanced students guides the analysis of findings. Following each subject area trend analysis is a complete chart of student proficiency level data.

CST PROFICIENCY LEVELS FOR ALL STUDENTS BY SUBJECT AREA

CST English-Language Arts	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	701	554	529	573	689	524	695	541	643
% of Enrollment	96	96	97	96	96	96.9	96.9	94.4	95.5
Students with Scores	701	554	528	573	683	521	695	541	643
Mean Scale Score	363	365	358	363	366	366	361.8	360.0	356.5
% Advanced	27	29	25	30	29	27	23	25	21
% Proficient	34	33	31	29	35	39	38	33	37
% Basic	29	30	31	28	27	25	28	30	29
% Below Basic	8	5	10	8	8	7	7	8	8
% Far Below Basic	2	2	3	5	2	2	4	4	4

CST Algebra I	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	329	43	90	252	70	118	268	45	2
% of Enrollment	45	7.5	17	42	9.8	22	37.4	7.9	0.3
Students with Scores	328	43	90	251	70	118	268	45	2
Mean Scale Score	321	297	416	312	288	410	299.8	283.1	*
% Advanced	4	0	41	4	0	33	1	0	*
% Proficient	23	12	46	18	7	56	14	0	*
% Basic	31	33	10	28	24	10	32	27	*
% Below Basic	30	35	3	37	46	1	36	60	*
% Far Below Basic	12	21	0	13	23	0	17	13	*



CST Geometry	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	358	241	66	321	263	44	416	200	69
% of Enrollment	49	42	12	54	37	8	58	34.9	10.3
Students with Scores	358	241	66	321	263	44	416	200	69
Mean Scale Score	348	288	264	348	287	258	338	283.8	258.2
% Advanced	13	1	0	19	1	0	13	1	0
% Proficient	32	7	0	28	8	0	28	8	0
% Basic	35	27	12	24	27	9	24	20	10
% Below Basic	18	51	65	24	51	57	31	57	55
% Far Below Basic	3	13	23	5	13	34	4	15	35

CST Integrated Math 2	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested							1	1	
% of Enrollment							.1	.2	
Students with Scores							1	1	
Mean Scale Score							*	*	
% Advanced							*	*	
% Proficient							*	*	
% Basic							*	*	
% Below Basic							*	*	
% Far Below Basic							*	*	

CST Algebra II	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	1	253	262	1	340	237	3	294	247
% of Enrollment	.1	44	48	.2	48	44	.4	51.3	36.7
Students with Scores	1	253	262	1	340	237	3	294	247
Mean Scale Score	*	346	284	*	356	289	*	331.2	275.9
% Advanced	*	17	1	*	21	2	*	10	0
% Proficient	*	27	8	*	28	9	*	25	5
% Basic	*	27	23	*	28	25	*	35	18
% Below Basic	*	19	34	*	17	36	*	22	41
% Far Below Basic	*	9	34	*	6	28	*	9	35



CST Summative High School Mathematics	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested		4	109		1	119		1	331
% of Enrollment		.7	20		.1	22		.2	49.2
Students with Scores		4	109		1	119		1	331
Mean Scale Score		*	370		*	381		*	322.2
% Advanced			17			16			6
% Proficient			46			52			23
% Basic			22			28			30
% Below Basic			16			4			35
% Far Below Basic			0			0			6

CST World History	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	244	561	3	174	705	6	200	519	4
% of Enrollment	34	98	.6	29	99	1	27.9	90.6	6
Students with Scores	243	561	*	172	704	3	199	519	
Mean Scale Score	418	368	*	424	370	*	414.3	359.3	*
% Advanced	60	28	*	59	29	*	60	25	*
% Proficient	30	30	*	34	29	*	27	26	*
% Basic	9	29	*	6	30	*	12	33	*
% Below Basic	0	8	*	0	6	*	1	8	*
% Far Below Basic	0	4	*	0	6	*	1	9	*

CST US History	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested			533			528			657
% of Enrollment			98			97			97.6
Students with Scores			533			528			657
Mean Scale Score			380			387			373.9
% Advanced			37			40			33
% Proficient			32			35			32
% Basic			21			19			24
% Below Basic			7			3			6
% Far Below Basic			3			3			4



CST Science - Grade 10 Life Science				
Result type	2011	2012	2013	2014
Students Tested	554	691	551	673
% of Enrollment	96	97	96.2	99.2
Students with Scores	554	691	551	673
Mean Scale Score	357	355	348.7	355.8
% Advanced	23	18	19	18
% Proficient	32	35	28	34
% Basic	31	37	34	37
% Below Basic	9	8	11	7
% Far Below Basic	5	3	8	3

CST Biology	2011			2012			2013		
Result Type	9	10	11	9	10	11	9	10	11
Students Tested	350	301	161	333	359	154	428	240	266
% of Enrollment	48	52	20	56	50	28	59.7	41.9	39.5
Students with Scores	350	301	161	332	359	154	428	240	266
Mean Scale Score	367	325	334	364	322	345	362.3	318.7	353.6
% Advanced	26	2	13	23	3	16	18	3	21
% Proficient	37	22	19	41	21	26	40	12	26
% Basic	32	50	36	31	48	36	39	57	38
% Below Basic	4	19	23	4	17	11	4	18	9
% Far Below Basic	1	7	9	1	11	11	0	10	6

CST Chemistry	2011			2012			2013		
Result Type	9	10	11	9	10	11	9	10	11
Students Tested		255	216		338	226		313	300
% of Enrollment		44	40		47	42		54.6	44.6
Students with Scores		255	216		338	226		313	300
Mean Scale Score		347	329		351	330		347.3	329.4
% Advanced		10	8					12	11
% Proficient		32	13					30	16
% Basic		52	52					47	44
% Below Basic		4	19					9	23
% Far Below Basic		2	7					2	7



CST Earth Science Result Type	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested	362	2	36	255	*	31	286	9	32
% of Enrollment	50	.3	7	43	*	6	39.9	1.6	4.8
Students with Scores	361	2	36	255	*	31	286	9	32
Mean Scale Score	329	*	357	318	*	368	317.9	*	352.8
% Advanced	7	*	11	3	*	19	3	*	3
% Proficient	22	*	50	16	*	52	17	*	50
% Basic	49	*	33	51	*	26	50	*	44
% Below Basic	16	*	6	15	*	3	19	*	3
% Far Below Basic	7	*	0	15	*	0	11	*	0

CST Physics Result Type	2011			2012			2013		
	9	10	11	9	10	11	9	10	11
Students Tested			117			105			58
% of Enrollment			22			19			8.6
Students with Scores			117			105			58
Mean Scale Score			357			357			364.1
% Advanced			14			17			21
% Proficient			44			42			45
% Basic			38			37			29
% Below Basic			3			4			5
% Far Below Basic			1			0			0

Ninth Grade “Mock” CAHSEE Exam

In addition to the CAHSEE results posted below, Seegerstrom tests the majority of ninth grade students in a ‘mock’ CAHSEE exam during the same time 10th graders are taking the assessment. The results give the school growth targets and areas of focus for the real exam. Below are 3-year pass and non-pass rates for our 9th graders.

MOCK CAHSEE PERFORMANCE

Criteria	Math			ELA		
	2012	2013	2014	2012	2013	2014
Number 9 th graders tested	517	675	596	485	690	598
Pass Rate	56.5%	56.2%	58.9%	82%	84.3%	83.3%
Non-Pass Rate	43.5%	43.8%	41.1%	18%	15.7%	16.7%

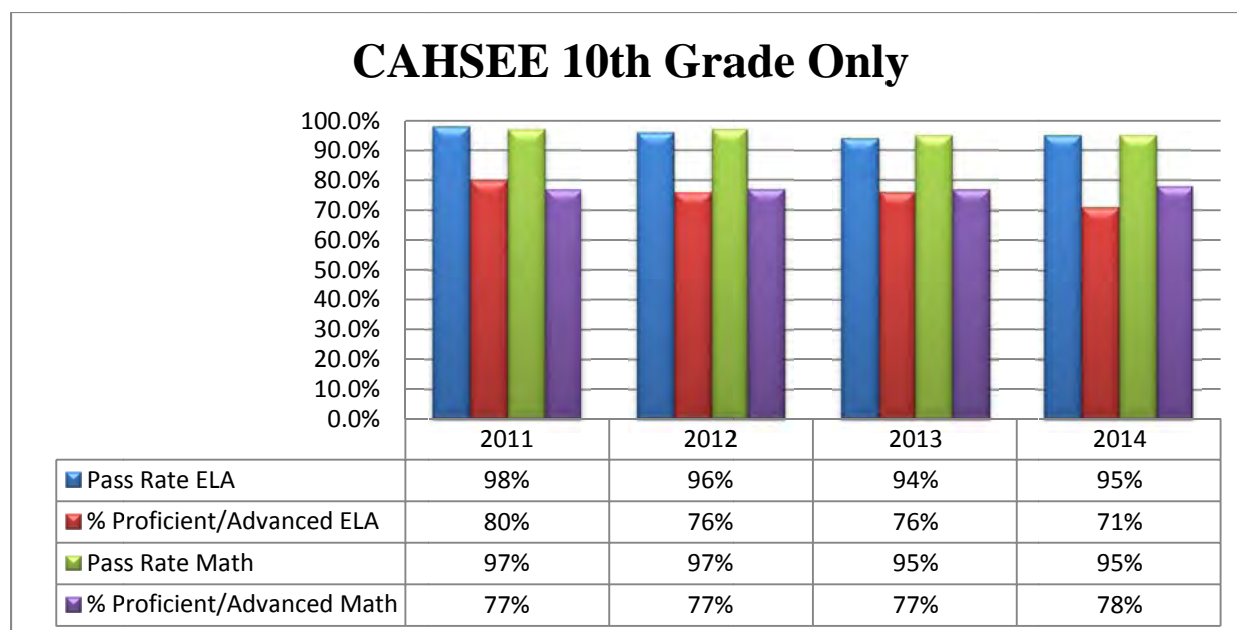


California High School Exit Exam (CAHSEE)

Segerstrom’s CAHSEE pass rate exceeds those of the state, county, and district. The first-time pass rate for 10th graders at Segerstrom was 94.8% for math and 94% for English Language Arts in 2014, higher than the majority of high schools in Orange County.

As of July 2014, **ALL** Segerstrom senior/graduates had passed the CAHSEE requirement. The year 2014-2015 began with only 43 juniors and 24 seniors who had yet to meet the CAHSEE requirement. These students are receiving interventions, including before school classes and other individualized interventions.

Students scoring proficient and above over the past three years has seen a slight decline in ELA (5%) and an increase in math (1%).



GRADE 10 CAHSEE 380+

Test	2012	2013	2014
ELA	76%	76%	71%
Math	77%	77%	78%

SEGERSTROM CAHSEE PASS RATES

Grade	2012	2013	2014
Grade 10 Pass Rate	95.6%	93.0%	95%
Grade 11 Pass Rate	90%	58%	54%
Grade 12 Pass Rate	99.8%	93%	44%



SEGERSTROM CAHSEE RESULTS – ELA

Subgroup	Grade Level	2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
All	10	631	97.1%	696	94%	693	94%
	11	30	70.0%	28	79%	43	53%
	12	4	75.0%	4	50%	24	50%
Hispanic	10	508	97.0%	558	94%	268	94%
	11	25	68.0%	19	74%	41	50%
	12	3	66.6%	2	0%	21	25%
SocioEcon Disadv	10	327	97.2%	441	93%	219	93%
	11	18	77.8%	23	74%	40	56%
	12	2	100%	2	0%	18	25%
ELs	10	85	90.6%	111	77%	53	75%
	11	19	63.2%	14	64%	27	58%
	12	3	66.6%	23	47%	17	60%
Special Education	10	11	84.6%	25	64%	49	70%
	11	6	33.3%	22	38%	12	29%
	12	1	0%	--	--	17	25%

SEGERSTROM CAHSEE RESULTS – MATH

Subgroup	Grade Level	2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
All	10	629	95.5%	695	92%	693	94%
	11	42	69.0%	43	60%	43	55%
	12	4	25.0%	4	0%	24	36%
Hispanic	10	506	95.1%	557	91%	268	90%
	11	37	64.9%	31	58%	41	52%
	12	3	33.3%	2	50%	21	36%
SocioEcon Disadv	10	326	95.4%	440	92%	219	90%
	11	24	54.2%	36	58%	40	52%
	12	1	100%	2	50%	18	25%
ELs	10	84	83.3%	110	73%	53	75%
	11	20	65.0%	15	60%	27	60%
	12	1	0%	23	58%	17	25%
Special Ed	10	13	84.6%	25	64%	49	77%
	11	5	60.0%	22	50%	12	0%
	12	1	0%	--	--	17	28%



California English Language Development Test (CELDT)

The English Learners at Segerstrom High School score at a wide range of proficiency levels. Most EL students currently are at the Intermediate, Early Advanced, or Advanced levels. During registration, parents are made aware and sign an agreement stating they understand primary instruction is in English only. Parents are also made aware that a formal ELD program is not currently offered at school and can elect to transfer to another district school serving their home school area. Segerstrom does have ELAC meetings throughout the year and identifies struggling EL students for additional support and interventions. Students receive ELD support within the regular program, through extensive use of SDAIE strategies in the classroom and tutorial support beyond the class.

2012-13 CELDT

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Total
	#	%	#	%	#	%	#	%	#	%	
9	2	2%	4	4%	35	33%	58	55%	7	7%	106
10	1	1%	2	1%	38	28%	77	57%	17	13%	135
11	1	1%	0	0%	12	18%	45	66%	10	15%	68
12	5	14%	1	3%	6	16%	21	57%	4	11%	37
Total	9	3%	7	2%	91	26%	201	58%	38	11%	346

2013-14 CELDT

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Total
	#	%	#	%	#	%	#	%	#	%	
9	6	9%	5	8%	22	34%	25	38%	7	11%	65
10	0	0%	3	4%	22	26%	50	60%	9	11%	84
11	1	1%	0	0%	19	28%	35	51%	14	20%	69
12	3	7%	0	0%	8	20%	19	46%	11	7%	41
Total	10	4%	8	3%	71	27%	129	50%	41	16%	259



ALGEBRA 1 ENROLLMENT

Seegerstrom’s Algebra enrollment has fallen over the past three years for 9th graders as more students enroll in Geometry or Geometry Honors as seen in master schedule data.

STUDENTS ENROLLED IN ALGEBRA I

Year	Grade Level	Enrolled	Algebra I		Below Algebra I	
			#	%	#	%
2011-2012	9	594	269	65%	0	0%
	10	706	71	12%	0	0%
	11	542	1	3%	0	0%
	12	521	0	3%	0	0%
2012-2013	9	715	290	40.6%	0	0%
	10	572	53	9.3%	0	0%
	11	671	3	0.4%	0	0%
	12	543	1	0.2%	0	0%
2013-2014	9	616	231	37.5%	0	0%
	10	693	42	6.1%	0	0%
	11	550	5	0.9%	0	0%
	12	670	1	0.1%	0	0%

PHYSICAL FITNESS TESTING

Ninth grade students have remained consistent in the percent of students meeting California’s fitness standards for the past three years.

Group	Tested	Aerobic Capacity			Body Composition			Abdominal Strength		Trunk Extensor		Upper Body		Flexibility		High Fitness Zone in 5 or 6 Areas
		Healthy	Needs Improv	Health Risk	Healthy	Needs Improv	Health Risk	Healthy	Needs Improv	Healthy	Needs Improv	Healthy	Needs Improv	Healthy	Needs Improv	
Seegerstrom Grade 9	604	74%	14%	12%	64%	21%	15%	98%	2%	99%	1%	88%	12%	97%	3%	70%
All SAUSD 9th Grade	3,454	66%	20%	14%	60%	19%	21%	89%	11%	93%	7%	76%	24%	82%	18%	57%
All SAUSD All Grades	11,316	62%	24%	14%	53%	20%	27%	82%	18%	89%	11%	73%	27%	74%	26%	48%

PHYSICAL FITNESS TESTING: PERCENT MEETING FITNESS STANDARDS

Year	5 of 6 Tests Passed	6 of 6 Tests Passed	Total % Passed
2013-2014	24%	43%	67%
2012-2013	22%	43%	65%
2011-2012	19%	44%	63%



DISTRICT WRITING ASSESSMENT

From 2012 to 2014, a 12% increase in students reaching proficient or advanced in district writing assessments was seen for Segerstrom.

DISTRICT WRITING ASSESSMENTS

Year	Advanced 10-12	Proficient 8-9	Basic 6-7	Below basic 4-5	Far below basic 0-3
2011-12	19.70%	40.90%	29%	9.10%	1.00%
2012-13	25.20%	46.10%	22%	6.10%	0.60%
2013-14	25.70%	47.12%	21.46%	5.35%	0.37%

DROPOUT AND GRADUATION RATE

Seegerstrom's graduation rate is 97.2% for the class of 2014. The graduation rate for 2013 was 98% and for 2012 97.9%. The 97% 3-year average is in line with top high schools in Orange County and exceeds state rates by 20%.

CALIFORNIA DEPARTMENT OF EDUCATION COHORT OUTCOME DATA

Year*	Students	Graduates		Dropouts		Special Ed Comp	
		#	%	#	%	#	%
2011-12	572	560	97.9%	*	1.6%	*	0%
2012-13	547	536	98.0%	*	1.6%	*	0%
2013-14	643	640	97.2%	*	2.6%	*	0%

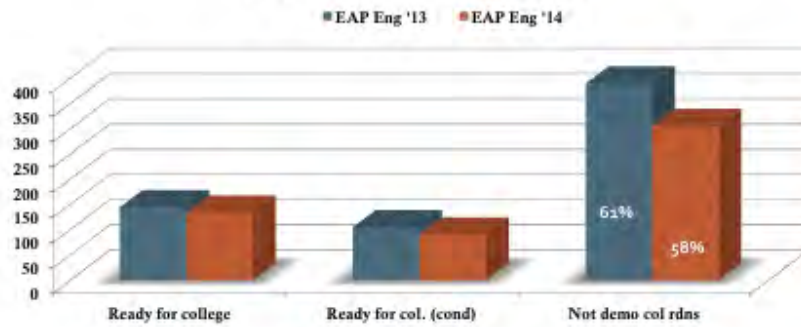
EARLY ASSESSMENT PROGRAM UC/CSU

A 3% increase in ELA readiness was seen from 2012 to 2014. However, a major concern for Segerstrom is the low 3% percent statistic for students ready for CSU/CCC in mathematics. The number of students tested in math has increased over the last three years from 252 to 470. All Segerstrom 11th grade students have taken the California State Early Assessment as part of the California Standards Tests up until 2014. All students planning to enroll at a CSU campus must take the EPT or ELM before enrolling at the campus, unless if they are exempt or score high on the SAT Reasoning, Subjects Tests and/or AP exams.

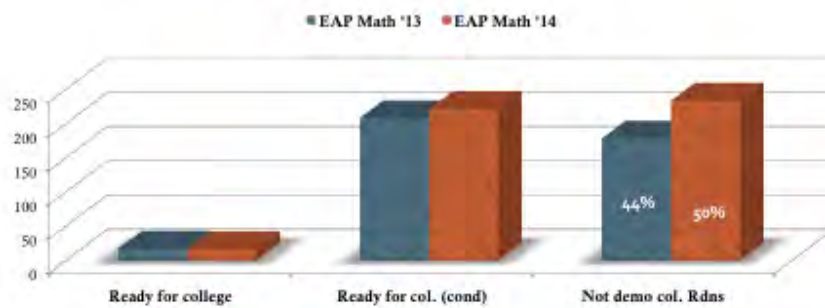
Year	ELA		Math	
	#	%	#	%
2011-12	111	22%	20	8%
2012-13	145	23%	17	4%
2013-14	134	25%	16	3%



EAP results: ELA ('13=640, '14=531)



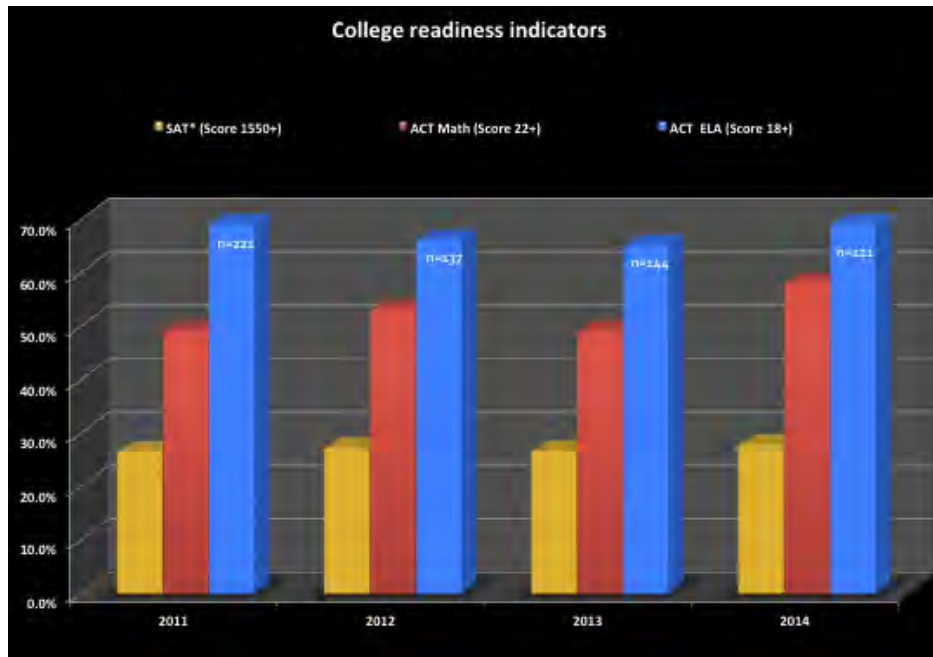
EAP Math ('13=403, '14=470)



EAP: READY FOR CSU/CCC (OF TEST-TAKERS)

COLLEGE SAT AND ACT RESULTS

All Seegerstrom students have been introduced to various college entrance exams and surveys. This year, the 10th and 11th grade students participated in the PSAT administration in October. This provides vital information about each student while also promoting the college-bound culture.





ACT: READY FOR COLLEGE-LEVEL COURSEWORK (OF TEST-TAKERS)

Year	ELA		Math	
	#	%	#	%
2010-11	152	69%	108	49%
2011-12	90	66%	72	53%
2012-13	94	65%	70	49%

SAT: GRADE 12 AVERAGE TEST SCORES

Year	Critical Reading	Math	Writing	% >= 1,500
2011-2012	457	475	464	33%
2012-2013	467	474	459	32%
2013-2014	459	470	469	33%

ADVANCED PLACEMENT

Seegerstrom’s AP Program has grown from two courses when the program started in 2005-06 to a total of 19 courses currently offered. These Advanced Placement courses are available to students with multiple sections throughout the day.

Year	AP Course(s) Added
2005-06	World History Spanish Language
2006-07	English Language & Composition United States History Chemistry
2007-08	Biology Calculus AB Economics English Literature & Composition Environmental Science French Language Psychology Spanish Literature US Government & Politics
2008-09	Studio Art Physics Statistics
2012-13	Art History
2013-14	Human Geography

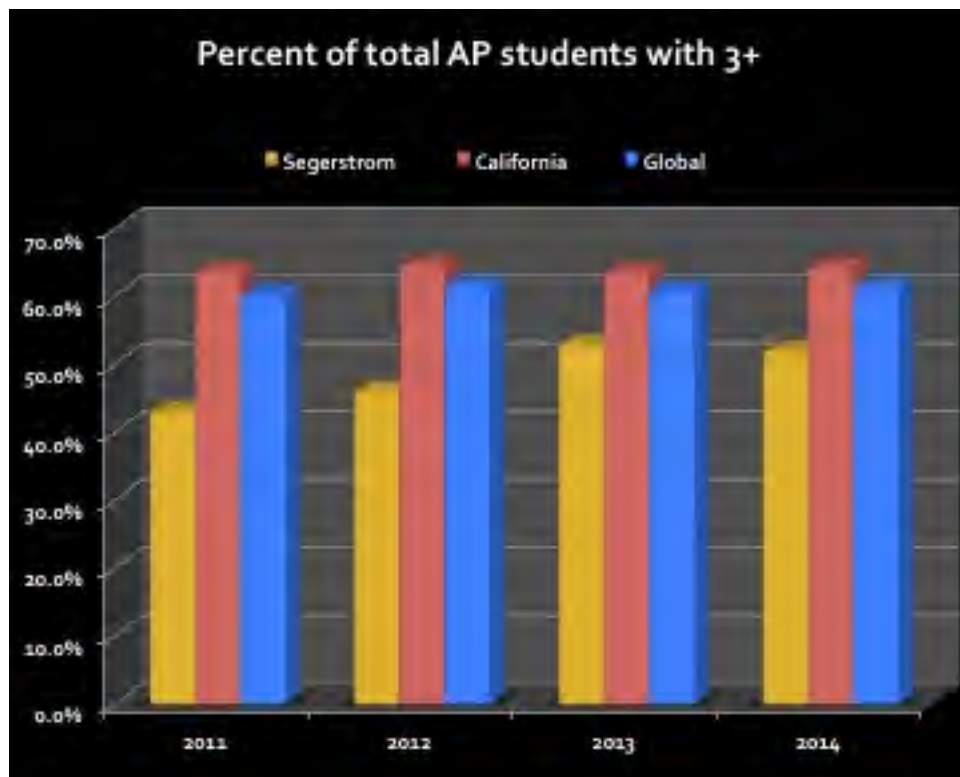
The AP program builds on an extensive infrastructure of honors and advanced level courses in English, Science, History, Mathematics, Spanish, and French, which culminate in Advanced Placement courses in those disciplines. Since Seegerstrom is a college preparatory school, Advanced Placement courses are open to all students willing to accept the challenge of the



accelerated curriculum and rigorous standards. All students registering an Advanced Placement course must sign a contract, which includes the commitment to remain in the class for the entire year and take the exam in May. In the spring of 2014, 1,526 AP exams were administered to 745 different students.

Advancement Placement Awards

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award in addition to receiving an award certificate, this achievement is acknowledged on any grade report that is sent to colleges the following fall. Segerstrom students received a total of 116 of these recognitions in 2013.



ADVANCED PLACEMENT RESULTS

Year	Grade 12 Enrollment	Grades 11 & 12 Enrollment	# of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
2013-2014	657	1,205	745	457	441	336	197	98
2012-2013	546	1,237	682	422	391	277	191	108
2011-2012	529	1,081	724	492	382	304	178	82
2010-2011	558	1,118	731	635	331	221	144	95
2009-2010	582	1,164	724	644	308	237	168	115



2013 AP STUDENTS WITH HONORS

	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	National AP Scholar
Number of Scholars	75	21	18	2
Average Score	2.8	3.53	3.9	4.09

Award title	Requirements
AP Scholar	Granted to students who receive grades of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams
AP Scholar with Distinction	Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams.
National AP Scholar	Granted to students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

2014 ETHNICITY OF AP STUDENTS

Ethnicity	Number of Students	Percent of Advanced Placement Students
Asian or Asian American	130	18.05%
Black or African American	8	1.1%
White	18	2.5%
Mexican or Mexican American	422	58.61%
Other Hispanic, Latino, or Latin American	138	19.16%

STUDENTS MEETING UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS

Student transcripts analysis reveals that approximately 57.4% of graduating students meet a-g requirements for UC/CSU. Graduation requirements and course offerings in Santa Ana Unified mirror the a-g requirements.

SEGERSTROM HIGH SCHOOL A-G RATES

Year	% Graduates Meeting a-g
2011-2012	54.4%
2012-2013	54.8%
2013-2014	57.4%

SEGERSTROM HIGH SCHOOL COLLEGE APPLICATION ACCEPTANCE TOTALS

Year	U.C. System	Cal State	Private/ Out of State	Community College	Year Total
2011	64	59	26	380	529
2012	47	60	42	355	504
2013	44	61	41	365	511
2014	47	112	36	437	632
Total	202	292	145	1537	2176



2014 STUDENT SCHOLARSHIPS AWARDED

Number of Students	2014 Scholarship	Amount of Each award	Total Amount Awarded
2	Assistance League/CTEP Scholarship	1,000	2,000
1	Angels Baseball Scholarship	4,000	4,000
1	Backhaus' Dance Summer Intensive	700	700
1	Banyard Scholarship	250	250
2	CJ Segerstrom	1,000	2,000
1	College Access Foundation	12,000	12,000
1	Chun Foundation	2,500	2,500
1	Earl Engman Scholarship	1,000	1,000
2	Floral Park Scholarship	1,000	2,000
1	Gates Millennium Scholars Program	60,000/year + Grad School	240,000
5	HEEF Scholarship	1,000	5,000
5	Higher Education Mentoring Program	1,500-2,500	9,500
1	Kid Singers	1,000	1,000
1	Kingston Technology	5,000	5,000
1	Kingston Foundation Scholarship	5,000	5,000
3	LULAC Council #147	500-1,000	2,500
4	MESA Scholarship	150-300	800
2	OC Bar Foundation	250-1,000	1,250
1	OCTA Scholarship	500	500
1	Project SELF	500	500
2	PTSO Scholarship	500	1,000
4	Ronald M. Simon Scholarship	16,000 per year	160,000
1	Difference Makers Scholarship	1,000	1,000
10	Santa Ana College Scholarship	500-800	7,400
1	Santa Ana Police Association	1,000	1,000
2	Santa Ana Public Schools Foundation	500	1,000
1	Schools First Scholarship	500	500
1	SFHS Financial Aid Nite Scholarship	1,000	1,000
1	The Wooden Floor Scholarship	1,000	1,000
1	Tiger Woods Scholarship	1,000	1,000
2	Tzu Chi Scholarship	4,000	8,000
1	Western Medical Center	1,000	1,000
	GRAND TOTAL		\$481,150



2013-2014 STUDENT SCHOLARSHIPS

An increase in Cal State enrollment was seen from 2012 to 2014, while UC enrollment remained constant. A possible reason for this might be the increased tuition costs at both the UC and CSU level, with Cal State’s still more affordable. The number of students attending private school or out-of-state schools has shown a slight decline from 42 students to 36 students. Along with the number of students increasing in the Cal State level from 60 to 112 students this past year, the greatest increase has occurred with the growth of students attending community college. In 2012, the number of students attending community college was 355, while this past academic year had 437 students travelling down this path. Overall, the number of students at Segerstrom pursuing post-secondary education has increased from 504 students to 632 students. As a college-going campus, we are currently looking at ways to continue this push towards college, while ensuring that our students will have the skills to succeed once they get there.



Segerstrom is also very proud to partner with the Simon Scholarship Foundation. Each year 6-10 of our students are selected for this unique accolade. Sophomore students from four school districts in Southern California submit their application to the Simon Foundation Board. An extensive interview process follows this. Selections are based on several criteria before they are announced and presented with their certificate of reward. The scholars begin their journey of opportunity in the summer prior to their junior year that culminates with college scholarships to the university of their acceptance. Many of these students have amazing stories of perseverance and adversity while still maintaining high standards and grades.

A tremendous financial growth in scholarships for Segerstrom students was evident in 2014 when compared to 2011.

SCHOLARSHIP SUMMARY 2011 TO 2014

Scholarship Year	2011	2012	2013	2014
Students	57	68	51	64
Amounts	\$128,450.00	\$277,800.00	\$270,200.00	\$241,150.00*

*Does not include Gates Millennium Scholars Program Scholarship



CLASS OF 2014 COLLEGE & SCHOLARSHIP REPORT

Out of 654 seniors in the class of 2014, 632 (96.6%) self-reported pursuing a two- or four-year degree or vocational program:

36 Private or Out-of-State Bound

- 1 to Alabama State University (AL)
- 3 to Art Institute of Orange County
- 1 to Azusa Pacific University
- 1 to Brigham Young University (UT)
- 1 to Brown University (RI)
- 1 to Cal Baptist University
- 3 to Chapman University
- 1 to Columbia University (NY)
- 2 to Concordia University
- 1 to FIDM
- 1 to Graceland University (IA)
- 1 to Grand Canyon University
- 1 to Lawrence University (WI)
- 1 to Michigan State University (MI)
- 2 to Portland State University (OR)
- 1 to Southern Virginia University (VA)
- 1 to St. John's University (NY)
- 1 to University of Albany (NY)
- 2 to University of Arizona (AZ)
- 2 to University of LaVerne
- 1 to University of Oregon (OR)
- 1 to University of Redlands
- 2 to University of San Francisco
- 4 to Vanguard University

47 University of California Bound

- 6 to UC Berkeley
- 3 to UC Davis
- 16 to UC Irvine
- 5 to UC Los Angeles
- 2 to UC Merced
- 5 to UC Riverside
- 3 to UC San Diego
- 7 to UC Santa Barbara

112 Cal State University Bound

- 8 to Cal Poly Pomona
- 2 to CSU Channel Islands
- 1 to CSU Chico

- 14 to CSU Dominguez Hills
- 8 to CSU East Bay
- 46 to CSU Fullerton
- 14 to CSU Long Beach
- 2 to CSU Los Angeles
- 1 to CSU Northridge
- 2 to CSU Sacramento
- 1 to CSU Stanislaus
- 2 to Humboldt State University
- 2 to San Diego State
- 7 to San Francisco State University
- 1 to San Jose State University
- 1 to Sonoma State University

437 Community College Bound

- 1 to City College of San Francisco
- 1 to Coastline Community College
- 4 to Cypress Community College
- 4 to Fullerton College
- 21 to Golden West College
- 82 to Irvine Valley College
- 1 to Mount San Antonio College
- 147 to Orange Coast College
- 1 to Otero Junior College
- 2 to Riverside Community College
- 1 to Saddleback College
- 159 to Santa Ana College
- 3 to Santa Barbara City College
- 1 to Santa Monica City College
- 9 to Santiago Canyon College

22 Career Tech/Vocational/Military Bound

- 1 to 3M Espe Dental Academy
- 2 to Concorde Career College
- 1 to Empire Beauty Academy
- 2 North County ROP
- 1 North-West College
- 1 to Paul Mitchell The School
- 11 to U.S. Military
- 3 to the Workforce



CO-CURRICULAR

Clubs

Since 2005, Segerstrom has worked extensively to build an extensive cultural spirit among the staff and students. The Activity Director has worked tirelessly to improve student and staff participation in all activities. The class of 2014 had the greatest number of prom attendees to date, selling more than 600 tickets. In addition, the school offers many different clubs and opportunities for students to get connected.

Below are the current clubs offered at Segerstrom.



- Anime Club
- Arts & Crafts Club
- Culture Club
- AVID
- Ballet Folklorico
- Book and Library Club
- C S F
- Club Refuge
- Community Service Club
- Culinary Arts
- Drama
- Environment
- French Club
- G S A
- Hockey
- Journalism Club
- Key Club
- Kiwanis / Quiz Bowl
- Kiwins
- LULAC
- MESA
- Mock Trial
- National Honor Society
- Out of the Darkness
- Pink Ribbon Club
- Problem Solvers
- Polynesian Club
- Random Acts of Kindness
- Red Cross Club
- Jog, Run, Fun
- Visual Arts
- Surf Club



Athletics

Seegerstrom prides itself on offering a highly competitive athletic program beginning in the 9th grade. The school competes in the Golden West league and over the last three years has captured 25 league titles as well as two CIF championships. Currently the athletic department is attempting to build each program to 3 levels (freshmen, junior varsity, varsity) and incorporate a large participation rate amongst all students.

SEGERSTROM ATHLETICS 2013-2014

Athletics	Total #	Gender		Grade			
		Boys	Girls	9	10	11	12
Cross Country	122	59	63	33	49	19	12
Football	139	139	0	51	27	26	35
Volleyball	68	28	40	17	19	28	4
Tennis	97	42	55	42	34	18	10
Basketball	94	46	55	42	34	18	10
Soccer	117	69	48	48	25	35	12
Wrestling	58	54	4	21	21	9	7
Softball	30	0	30	11	10	6	3
Baseball	43	43	0	14	14	10	5
Swimming	78	37	41	29	27	17	5
Water Polo	87	45	42	25	26	21	15
Track	129	62	67	29	45	29	26
TOTAL	1062	624	445	362	331	236	144

SEGERSTROM STUDENTS PARTICIPATING IN ATHLETICS

Gender	2011-2012	2012-2013	2013-2014	Total
Boys	693	663	644	2,000
Girls	445	423	447	1,315
TOTAL	1,138	1,086	1,091	3,315





REPORT CARD ANALYSIS 2010-2014

A quick analysis of grade distribution shows no significant changes and a consistent pattern from year to year against each grading mark. While school wide intervention in the form of mandatory tutoring inside the bell schedule is not being offered at this time, we're continuing to look at ways for student seminar to fit this area of need.

9th	2013-14						9th	2012-13					
	1	2	Sem 1	4	5	Sem 2		1	2	Sem 1	4	5	Sem 2
1-F	91	88	70	184	166	123	1-F	150	113	88	178	192	130
2-F's	30	44	30	79	77	56	2-F's	49	53	43	88	97	60
2-D's	45	62	61	62	95	99	2-D's	69	84	99	122	125	106
10th	2013-14						10th	2012-13					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	180	157	98	202	190	149	1-F	147	152	113	205	189	147
2-F's	69	64	39	86	98	67	2-F's	60	59	33	121	104	69
2-D's	78	115	111	142	154	138	2-D's	82	95	118	131	117	117
11th	2013-14						11th	2012-13					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	193	178	139	208	196	138	1-F	165	172	114	250	223	169
2-F's	71	66	41	93	94	51	2-F's	68	51	33	101	103	65
2-D's	98	102	119	88	113	125	2-D's	124	126	149	135	149	132
12th	2013-14						12th	2012-13					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	173	147	82	298	248	135	1-F	106	85	39	162	147	80
2-F's	41	44	12	121	88	24	2-F's	32	26	6	60	70	14
2-D's	60	102	107	92	101	131	2-D's	53	64	62	67	82	84

9th	2011-12						9th	2010-11					
	1	2	Sem 1	4	5	Sem 2		1	2	Sem 1	4	5	Sem 2
1-F	167	156	112	247	243	162	1-F	184	156	107	241	215	176
2-F's	77	59	33	128	122	72	2-F's	61	39	29	98	84	66
2-D's	63	78	121	129	120	125	2-D's	73	83	92	117	135	132
10th	2011-12						10th	2010-11					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	205	173	124	266	210	163	1-F	189	152	121	224	195	148
2-F's	79	78	41	134	96	70	2-F's	82	51	38	101	85	57
2-D's	84	140	144	163	162	158	2-D's	95	102	115	142	131	110
11th	2011-12						11th	2010-11					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	135	128	84	210	151	99	1-F	166	123	77	193	158	111
2-F's	45	42	22	111	69	32	2-F's	72	47	31	85	66	46
2-D's	102	117	102	96	126	102	2-D's	95	107	127	114	114	123
12th	2011-12						12th	2010-11					
1	2	Sem 1	4	5	Sem 2	1	2	Sem 1	4	5	Sem 2		
1-F	104	107	78	218	181	108	1-F	148	95	65	196	186	105
2-F's	27	30	20	98	69	18	2-F's	46	31	15	85	84	30
2-D's	66	70	90	122	109	101	2-D's	49	81	94	94	120	126

**REPORT CARD ANALYSIS BY SUBJECT AREA**

Subject Area	Spring 2012		Fall 2012		Spring 2013	
	% A, B, C	% D, F	% A, B, C	% D, F	% A, B, C	% D, F
ELA	79%	21%	80%	20%	78%	22%
Math	71%	29%	76%	24%	72%	28%
Science	80%	20%	77%	23%	79%	21%
Social Science	82%	18%	86%	14%	83%	17%
VAPA	90%	10%	88%	12%	87%	13%
Foreign Language	76%	24%	83%	17%	80%	20%
Physical Ed	95%	5%	98%	2%	93%	7%

Student Survey Information

Students, parents and faculty affiliated with Seegerstrom High School have been given the opportunity to answer a series of questions, via survey, regarding school climate and overall experience. The initial survey was first offered between the first and second quarter of the 2013-2014 school year and will again be offered during the 2014-2015 school year. In addition, the district offers surveys through the district website to all members of the community.

*See APPENDIX for survey questions/responses



Chapter 2

Progress Report



Segerstrom High School



CHAPTER 2

Progress Report: Implications of Data with Respect to Student Performance

SIGNIFICANT DEVELOPMENTS

Since our last visitation in 2009, Segerstrom High School continues to be the leader by which all other high schools in SAUSD model themselves. With a new administrative team in 2013-2014, Segerstrom High School is currently in the process of revising and updating its school policies, as well as the school's mission and vision statements, to reflect an ever-changing population. With the transition from CST scores and California State Standards to Smarter Balance testing and Common Core to gauge the success of a school, the faculty and staff at Segerstrom are being introduced to new strategies and educational models by which to help the students successfully transition. Concurrently, in an effort to increase student proficiency levels and a college-going culture, Segerstrom High School has increased the number of student participants in both its Advanced Placement and AVID programs.

Schoolwide Critical Areas for Follow-Up from 2009 Report

1. Segerstrom High School needs to continue to provide appropriate support and increase effective strategies to all English Language Learners and students with special needs in order to increase their academic success.
2. Strategies need to be focused on increasing the number of students performing proficient and advanced on the California Standards Tests.
3. Although most teachers are able to access basic student data through Data Director, there is still a need to establish an anticipated level of proficiency for all staff members and provide the appropriate training and hardware required for comprehensive usage.
4. With the reduction of the graduation credit requirement, the school needs to investigate the possibility of creating a wider range of ROP and elective course offerings.

Ongoing Follow-up Process

In an effort to address the critical areas for follow-up, Segerstrom High School has crafted its Single Plan for Student Achievement to reflect those suggestions. Through School Site Council, each year's plan has been approved and implementation has commenced. Each academic year has had a significant portion of our delayed start days devoted to meeting these areas of need. With time devoted to training on new strategies and collaboration amongst PLC members, new lesson plans and assessments have been put into practice. Leading into our WASC mid-cycle report, Focus Groups met to assess the status of the school in meeting the suggested goals. These meetings served as the foundation by which the third year report was created. Upon completion of the mid-cycle



report, Focus Groups have continued to meet annually in an effort to monitor our on-going efforts to address those critical areas for follow-up.

PROGRESS, EVIDENCE, IMPACT ON STUDENT LEARNING FOR ACTION PLAN SECTIONS OR GOALS

1. Provide the appropriate support to all English language learners and students with special needs in order to increase their academic success.

Analysis of student data shows that our English language learners and students with special needs are not performing as well as the general school population. Since the school's opening in 2005, EL learners and students with special needs have been

Schoolwide initiatives include AVID strategies, APEX online learning, MAP assessment and substantial increases in student access to technology.

subgroups that have merited the attention of all stakeholders. Utilizing GLAD and SDAIE strategies served as the major methods by which teachers supported the needs of these students. Since our last visitation and more recently since our last administrative turnover (2013-14), schoolwide implementations have included AVID strategies, APEX online learning, MAP assessment (9th and 10th grade only), substantial increases in student access to technology, and access for all students in "a-g" classes. Past strategies that were ineffective such as SIOP, SSR, and Guided

Study have been replaced with more effective approaches. EL students continue to successfully meet CAHSEE requirements due to extensive interventions and tutorials.

The growth target of an annual increase of 5% of CELDT scores increasing by one level has witnessed some success and achievement. The 2013-2014 school years witnessed a redesignation of 172 of our 275 English language learners. A total of 1,424 of Seegerstrom's 2,490 students in 2013-14 had been redesignated in earlier years. A continued struggle is found within the proficiency levels of our English language learner population in both ELA and math. For example, 9th grade ELA CSTs saw a 17% proficiency level in 2011 only to be followed by 16% in 2012 and 4% in 2013. Although not identical, similar patterns were noted in both 10th and 11th grade ELA. In math, the trend holds true as well. For example, Algebra I averaged 10% proficiency for 9th and 10th graders combined in 2011; this diminished to 7.5% in 2012 and 1% in 2013.

In regards to students with special needs, Seegerstrom continues to operate under the collaborative, full-inclusion model with additional assistance provided in the Resource Room for testing accommodations and tutoring. The growth targets determined in our action plan called for an annual increase of 20% of our students with special needs population to increase their CST scores in ELA and math by at least 10 points. In ELA, 9th graders witnessed a 23% growth in proficiency over the last three years of CST testing. Improvements in 10th and 11th were not as substantial as the 9th grade, seeing 2% and 12% increases respectively.



2. Increase the number of students performing proficient and advanced on the California Standards Test and increase the number of students who improve at least one proficiency level.

The overall trend for three years shows some declining segments in core subject assessments; however, there are still many strengths in the performance of our largest subgroup and sustained successes in CAHSEE and Advanced Placement courses.

In CST Life Science (the only test administered in the past two years), the number of students who scored proficient and advanced decreased by 4% between 2013 and 2014; however during this same period, the number of students who scored basic or proficient increased 7%. The total number of students taking a life science class tripled during this time. This is due to the increase in biology enrollment as an entry-level science at Segerstrom.



In addition when assessing performance from 2010-2013, which was the last three years of the full range of CST assessment, 11th grade Earth Science had a significant increase of 61% to 71% students scoring proficient or advanced between 2011 and 2012. This increase was followed by 53% proficient and advanced in 2013. Overall, 11th grade Biology/Life Sciences, 11th grade Chemistry, and 11th grade Physics proved most successful towards meeting our goal of increased proficiency during 2013. With increases of 11%, 6%, and 8% respectively, these students proved to be extremely successful.

In English Language Arts CSTs, our 9th grade students remained at 61% proficient and advanced over the same three-year period. The 10th grade students remained constant at 62% for the first two years, dropping to 58% in the last year. The greatest jump was made with our 11th grade students from 2011 to 2012. A substantial increase in the number of students proficient and advanced from 56% to 64% was achieved during that time.

During this same testing period of 2010-2013, a significant increase from 63% to 68% was found for Summative High School Mathematics during the 2011 and 2012 testing years. However, there was a significant decrease to 29% in 2013. If examined closely, you will see an increase in over 200 students assigned this Summative High School Math assessment. We believe this misassignment caused these inconsistent scores for the 2013 school year. Geometry saw marginal increases within the 9th grade population from 2011 to 2012, only to drop off slightly in the 2013-testing year. Algebra II had significant decreases in both 10th and 11th grade during the three years, but 11th graders in Algebra II did improve by 3% between 2011 and 2012.

In social science, both World History and U.S. History had decreases in the number of students proficient and advanced. Despite that trend, there are still many successes to be



found within data. For example, 9th graders who tested in World History in 2011 and 2012 increased the proficiency levels from 90% to 93%. U.S. History, in those same years, had 69% and 75% proficient. These scores proved to be the highest within Santa Ana Unified School District and even rivaled averages in Orange County and California as a whole.

Like all California schools in 2013, Seegerstrom experienced transitional challenges in schoolwide assessment. As a site, Seegerstrom was attempting to shift our focus from preparing students for the CST to preparing classrooms for the challenges of Common Core. Along with this shift in focus was a district-wide effort to incorporate a college and career readiness culture in all schools. The 2013 school year went through massive teacher trainings, the creation of Common Core units of study in math and English, and a transition of district and site leadership.

3. Use data effectively so that all students will reach their highest academic potential through instruction in a rigorous standards-based curriculum.

Seegerstrom High School has always prided itself upon using data to drive instruction. From the first days of the school year, the entire staff is presented with the results of the previous year. From subject to subject and department to department, this gives the staff an opportunity to become aware of what's truly happening schoolwide. The school



calendar affords PLCs the opportunity to meet once per month after school and during assigned delayed starts for the purpose of lesson planning, designing common assessments, and meeting to discuss, revise, and refine those particular assessments. Especially with assessments evolving from CST to Smarter Balance testing, the need for Seegerstrom High School to analyze the successes of schoolwide and district assessments has become increasingly important.

One area that as a school we look at annually is the increased proficiency levels within our district writing assessment. From 2011 to 2012, there was a 10% increase in the number of students proficient and advanced. Although marginal, the increase continued for the 2013-14 school year. The work of our English department and the success of our schoolwide writing program has led to increased levels of proficiency within our student body.

With the absence of statewide testing, Santa Ana Unified School District has turned its focus in the meantime towards district-wide benchmarks. Teachers from various sites have worked diligently to put together curriculum maps with assigned dates for appropriate benchmark windows. With the creation of those benchmarks and the results that become accessible via Illuminate, teachers are able to spark discussions, not only on campus, but also across the district regarding best practices and needed areas of focus.



During the current school year, all 9th and 10th grade students and teachers were introduced to Measuring Academic Progress (MAP) testing. It is a growth assessment intended to show appropriate grade-level growth in math and English. The school has committed to this new assessment three times per year. Data discussions and training are in their infancy, but look promising and the school will continue to examine the value of this assessment over the coming years.

Department meetings have become monthly PLC meetings, giving subject area teachers time to have discussions using data to drive instruction. Faculty meetings present district and school data regarding assessments and areas of concentration that Segerstrom staff need to know in order to plan curriculum and instruction. This will continue to be an area of focus for the faculty and staff at Segerstrom High School.

CRITICAL AREAS FOR FOLLOW-UP NOT CURRENTLY IN THE ACTION PLAN

While the first three areas of follow-up have been included as part of our Action Plan, the fourth critical area regarding a need for increased elective and ROP course offerings has been omitted. With increases in ROP offerings and new electives such as introduction to engineering, digital photography, sports medicine, AP Human Geography, AP Art History, journalism, and marine biology, that area of follow-up has been successfully addressed.







Chapter 3

Student/Community Profile Overall Summary



Segerstrom High School



CHAPTER 3

Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

STUDENT PROFILE SUMMARY

Segerstrom High School is a “school of choice” and a neighborhood school; residential students come from a small “neighborhood” surrounding the campus (approximately 1,250 students), the remaining 1,300 students are admitted through a “lottery” system. This system is an important element of the process of determining our student population. The current school year enrollment is 2,550, of which 747 were freshmen. Segerstrom has four significant subgroups: Latino, special education, S/E disadvantaged, and English learners. We have the largest number of students of all SAUSD high schools participating in AP classes and extracurricular activities. As a relatively new school, the culture of high expectation and involvement has been a priority.

ANALYSIS OF STUDENT PERFORMANCE DATA

Segerstrom staff utilizes a variety of student data to assess critical areas of academic need. As previously mentioned, prior CST results have indicated a need to concentrate on various subgroups, in ELA and math. Through data analysis, the staff has also identified a priority to increase proficiency and advanced rates on district assessments, CAHSEE, and 10th grade science CSTs. It is also evident through this data that achievement gaps with EL and special education students need collaborative attention.

Highlights of our analysis include:

- ELA CSTs for 9th grade English learners saw a 17% proficiency level in 2011 only to be followed by 16% in 2012 and 4% in 2013.
- Algebra I English learners averaged 10% proficiency for 9th and 10th graders combined in 2011; this diminished to 7.5% in 2012 and 1% in 2013.
- Over 90% 10th grade CAHSEE pass rate every year.
- AP Calculus pass rate exceeds California average for past two years.
- EL students continue to underperform in standardized tests.
- Segerstrom needs to develop a standard measure of college-readiness.



IMPORTANT QUESTIONS RAISED BY THE ANALYSIS

Questions that have been raised by our analysis of this data include:

- How do we structure and provide interventions that best meet the needs of our lower performing subgroups?
- Are we providing enough access to school interventions?
- What strategies are we focusing on during collaboration time?
- What ongoing or future assessments will guide our analysis of student performance?
- How well do our current grading standards correlate with standardized assessment results?
- How are we measuring rigor?
- Are academic structures consistent?

IMPORTANT AREAS OF ATTENTION AND FOLLOW UP

Collaboration and Institutional Infrastructure Challenges

By establishing an effective model for collaboration, Seegerstrom hopes to see an increase in proficiency levels for all students, including English Language Learners and students with special needs. Beginning in the fall of 2013, Seegerstrom began the transition from Data Director to Illuminate and Aeries for acquiring and analyzing assessment data. The motivation behind Goal 1 in Chapter 5 is to create a more consistent, systematic approach to help Professional Learning Communities (PLCs) efficiently use data to support proficiency levels schoolwide.

Seegerstrom has witnessed many changes in recent years that have presented a new series of challenges. From changing personnel—administrators and teachers alike—to a shifting assessment landscape, the faculty and staff has determined the need to refocus on collaboration.





Segerstrom's faculty and staff have significantly changed since the opening of the school in 2005. During that time period, there were challenges in communicating the direction of the school's goals and vision. Although expectations remain high, goals lost focus during periods of transition.

The core of Segerstrom High School lies within its Vision and Mission statement. Segerstrom High School has thrived under its original statements since 2005, but in the last academic school year it became apparent that a need to revisit and refine our foundation was necessary. The reasoning was two-fold:

1. The agreed upon Vision and Mission statements would reflect the most current needs of our student population to help serve them best.
2. By including all current faculty and staff members in this process, the buy-in and feeling of belongingness would create a culture of family.

Upon completing the revision of these important statements, the next step involved revisiting our ESLRs. As part of monthly ILT meetings, a portion of time was devoted to revising and refining the ESLRs. With a continued focus on a college and career readiness culture, a new emphasis on global thinking was required to advance Segerstrom in a more positive direction. The thought behind this was that the changes made would serve the students of Segerstrom High School best as they strive to meet the demands of the 21st century.

The card system has been a successful component of Segerstrom's program. The steps of the cards have been altered to take a more proactive approach toward student success and achievement.

The card system, consisting of tardy, homework, and dress code cards, once served as that staple of progressive discipline at Segerstrom High School. A focus over this past academic school year has been made in refining the card system. The card system has been a successful component of Segerstrom High School and therefore will remain. The steps on the cards, which have been viewed as punitive, have been altered to take a more proactive approach towards student success and achievement.

With many steps toward revising what is already a wonderful school taken, the faculty and staff realize that there is an ongoing need to continue implementation of a consistent, across-the-board collaborative model that everyone on campus is familiar with and contributes to.

Assessment Challenges

Faced with the challenge of transitioning into Smarter Balanced Assessment, the motivation behind Goal 2 in Chapter 5 is to concentrate our focus on proficiency levels in assessments that will now address the learning needs of Segerstrom High School students. Such assessments include: school-wide writing, 'Measuring Academic Performance (MAP),' district benchmarks, CAHSEE, SAT/ACT, and eventually SBAC. As certain performance tools have changed, the need for data analysis through Illuminate and Aeries has become increasingly vital.



As Common Core has become the focus nation-wide, planning has become more forward thinking and newer assessments, which will evaluate our success have also changed. While transitioning to SBAC testing, the staff will continue to utilize assessments that allow the school to focus on areas that need attention and celebrate successes.

As many of the assessment tools being used are created within the school or within the district, PLC meetings should provide the opportunity to work together to create common assessments reflecting Common Core standards, ensure that pacing coincides with agreed upon testing dates, and provide an opportunity to meet and disseminate the data for the purpose of providing immediate feedback for students and instructional planning.

Community Building

Seegerstrom High School has witnessed multiple changes since our last self-study that have driven the need to redefine ourselves as stakeholders. We believe that students and teachers have a genuine interest in creating positive school culture and increasing



stakeholders' participation in school-wide events. Faculty and staff believe that increased pride in one's school will promote greater levels of student achievement. It is also a priority to increase community/parent participation in their students' education.

Students at Seegerstrom High School, are expected to measure their own success far beyond the classroom. Seegerstrom offers multiple opportunities for students to be involved in extra-curricular activities. The school has dozens of sports, clubs, ROP

classes, after school programs for any type of interest. Student leadership (ASB) works closely with teachers to promote student involvement in all events in order to promote a greater sense of connectedness across campus.

Since 2005, student seminar has been part of the daily schedule. Students have the same teacher for seminar throughout their four years. At graduation, their seminar teacher reads their student names to the distinguished guests. Over the last academic year, meetings were held to determine the relevance of student seminar. The original purpose was to create connectedness to a staff member, allow for school wide reading, and administer testing. Students consider seminar as a common and consistent structure throughout their high school career. However, the staff will continue to evaluate the benefits of seminar or develop a bell schedule that incorporates the need for more tutorials, collaboration and interventions.

Since Seegerstrom High School opened in 2005, committee involvement has been essential. Staff members join a minimum of one committee at the beginning of the school year. The hope is to foster greater opportunities for more staff members to become actively involved in the events on campus that each committee is responsible for.



Chapter 4

Self-Study Findings



Segerstrom High School



Focus Group A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Focus Chairs

Laurie Dugan

Tim Werdel

Administrator

Duncan McCulloch

Counselor

Frankie Gonzalez

English

Billy Castanha
Meredith Wardy

Social Studies

Neil Stevenson

Mathematics

Herb Kimmons
Louie Muniz

Foreign Language

Guadalupe Aguilar-Ramirez
Alicia Nolan

Visual and Performing Arts

Raul Garcia
Brenda Loh
Laura Mitchell

Physical Education

Maureen Joyce

Special Education

Stephanie Peck

Science

Sara Neufeld
Tom Pfeifer
Natalie Somers

Classified

Andres Contreras
Yasmin Gundevi
Jeffrey Harlan
Tiffany Margo
Josefina Mejia
Isamar Melendrez
Jose Pena
Irasema Perez
Cecilia Rios
Maria Sanchez

Parent

Tiffany Margo

Students

Nnamdi Jogwe
Derrick Leang
Paul Mora

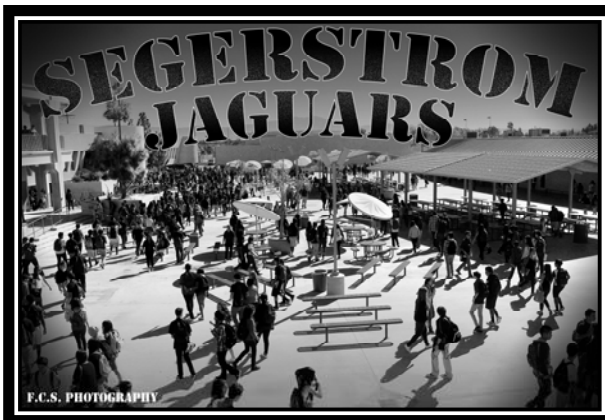


CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? To what extent is the school's purpose supported by the governing board and the central administration and further defined by Expected Schoolwide Learning Results and the academic standards?**

Seegerstrom High School's Mission: *To maintain a community that provides a challenging and supportive environment which empowers students to develop skills and strategies necessary for post-secondary success.*

The vision, mission, and Expected Schoolwide Learning Results (ESLRs) were revised by community members and the Seegerstrom staff in the spring of 2014 to reflect current priorities and Common Core Standards. The vision, mission, and ESLRs are displayed in every classroom and are included in both the student handbook and student agenda.



The effectiveness of Seegerstrom's vision, mission, and ESLRs is evident through the results of the California High School Exit Exam (CAHSEE), district benchmark exams, and California English Language Development Test (CELDT), all of which are posted on Illuminate. Further evidence can be seen through the increased participation rate in Advanced Placement classes and increased pass rates in these classes. All staff members

can access test results on Illuminate to determine student achievement and how the data reflects student progress toward the vision, mission, and ESLRs.

Seegerstrom High School's purpose and ESLRs are reviewed periodically by each department during departmental PLC meetings, collaboration days, and by the school as a whole during staff development. Discussions revolve around student data and curricular plans, and are adjusted to better meet student needs.

The ESLRs are supported across the campus in many ways. The governing board and district personnel have shown tremendous support by providing staff members with training in AERIES, Common Core Standards, and Positive Behavioral Intervention Strategies (PBIS). In addition, the district has continued to provide departmental benchmarks to assess student success and modify instructional strategies. To ensure that our students will become Effective Communicators and Exceptional Citizens, Seegerstrom staff encourages participation in clubs and athletic teams, provides community service opportunities, promotes Visual and Performing Arts (VAPA) performances, requires daily recitation of the Pledge of Allegiance, uses the County Registrar's voting machines for Associated Student Body (ASB) elections, allows the campus to be used as a polling



center, and implements the district's nutritional standards. Because many of our students lack the home resources to become Engaged Learners, we aid our students in achieving this goal through various technological resources including LCD projectors, SMART Boards, laptops, and iPads. During the past two years, all staff members have been provided with updated technology through new desktops and/or laptops. Segerstrom has added six mobile computer labs equipped with chrome books to be used in individual classrooms. This is in addition to the four computer labs available on campus. Students are provided with student agendas to encourage organization, increase communication, and track academic progress. The schoolwide writing program provides benchmarks throughout the year to evaluate student writing skills. Proficiency in reading and writing has been a focus with the implementation of Expository Reading and Writing Curriculum (ERWC). The AVID curriculum is being expanded through an increase of sections being offered: the 2014-2015 year includes three freshman courses, two sophomore courses, two junior courses, and one senior course. During the past few years, Segerstrom has expanded the AP course offerings to create additional opportunities for all students to be exposed to the rigor of college level courses. The schoolwide use of Aeries parent/student portal has enhanced student, parent, teacher communication regarding student academic progress. The fundamental card system (missed assignment cards and tardy cards) was updated by stakeholders in the summer of 2014 and remains in place to encourage positive work habits and punctuality. The counseling department continues to focus on students' individual four-year academic plan using the California Colleges website. This site enables counselors, teachers, parents, and students to track student progress toward graduation and promotes awareness of post secondary opportunities.

During the past two years, all staff members have been provided with updated technology and all student computer labs have been updated with new computers.

The school's purpose is supported by the district through allocation of categorical funds for Regional Occupation Program (ROP), CAHSEE preparation, Advancement Via Individual Determination (AVID), the Higher Education Center (HEC), Think Together, and outreach staff from local colleges. The district also supports Segerstrom's purpose through provision of district-wide benchmarks, district curriculum specialists, and district graduation requirements [220 credits that meet University of California (UC) and California State University (CSU) entry requirements].

Evidence

- ESLRs, Vision, Mission, WASC Goals (printed in student agendas and on posters in each classroom)
- ILT Instructional Leadership Team Agenda & Minutes
- Department Meeting Minutes
- Illuminate
- Senior Exit Projects
- Staff Development Opportunities
- Course-Alike Meeting Minutes



- Delayed Start Meeting Agendas
- Professional Learning Community Minutes
- Increased number of clubs and student participation
- Increased VAPA support
- Community Service Requirements and Opportunities
- ASB Election Materials
- Technology
- Tutoring Schedule
- PBIS
- ROP
- District Graduation Requirements

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school? To what extent does the governing board have delegate implementation of these policies to the professional staff? To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

SAUSD Mission: *We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and global society.*

SAUSD’s Eight Building Blocks to Success

- 1. Clear Focus on Learning:** That everyone’s work should be focused on improving student learning based on the Common Core State Standards.
- 2. Comprehensive Accountability:** That we are accountable for student success and should use student learning data to improve our practice.
- 3. Climate:** That we should maintain a safe and orderly learning environment and base our relationships on our core values.
- 4. Capital:** That we should align our resources to improving student learning.
- 5. Communication:** That effective communication among all groups centered on a common message around student success is essential.
- 6. Community and Parent Involvement:** That transparent, credible processes supporting the involvement of and partnership with key stakeholders support the achievement of our mission.
- 7. Commitment and Capacity:** That we value our employees and support their continuous improvement through training, evaluation, and the sharing of best practices.
- 8. Career and College Readiness:** To ensure students are prepared for post secondary opportunities and have 21st century technology skills.



SAUSD Strategic Plan

SAUSD graduates will exhibit both the academic aptitude for higher education and a variety of intellectual skills that go beyond college entrance requirements. Students will gain an appreciation for learning in general, value their accomplishments in academics, the arts, and personal health and well-being, and become contributing citizens to society.

The school board designated Segerstrom High School as a neighborhood fundamental high school in November 2004. Fundamental schools in SAUSD differ from other schools in that there are clear expectations, consistent policies, consequences, and strategies for success for all students. The fundamental structures are designed to improve student performance, instill strong study habits in all learners, increase the graduation rate as compared to the district average, and increase the number of four-year college-eligible graduates as compared to the district average. Although there is a concern regarding Segerstrom High school being labeled a “comprehensive,” rather than a “fundamental” school, currently all stakeholders are expected to abide by the established fundamental policies.

The professional staff knows that the school board makes the policies implemented on campus, and they respect the board’s power and decisions. The board meets on two Tuesdays each month and schedules other meetings as needed. The staff knows that they can attend board meetings (dates and times are on the SAUSD website and are available for viewing on public access television) to voice their opinions. The Santa Ana Educators’ Association (SAEA), the local teachers’ union, which helps keep the board’s policies in compliance with the contract, also represents the professional staff.

The board monitors and evaluates student performance, overall school operations, and the fiscal health of the school in various ways, including regular review of the updated school budget and Single Plan for Student Achievement report (overseen by School Site Council), district benchmark assessments, standardized test scores, and graduation requirements and rates as well as approval of field trips, special events, and student activities.

Evidence

- School Board Meeting Minutes (posted on the district website)
- Televised Board Meetings
- School Board Policies
- District Graduation Requirements (220 credits aligned with California State University (CSU) and University of California (UC) requirements)
- Fundamental Card System
- Segerstrom High School and SAUSD Graduation Rates
- Segerstrom High School and SAUSD College Admission Rates
- DELAC / ELAC Meeting Minutes



A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Segerstrom evaluates the effectiveness of the school's policies and procedures in various ways to aid in long-range planning. In particular, this is done through the review and revision of the Single Plan for Student Achievement (SPSA). In previous years, staff was asked to review the year by completing a "Good, Bad, and Ugly" online survey. Due to low participation, this survey has been replaced with site and district culture



surveys to evaluate staff morale and overall perception of the school as a whole.

Segerstrom High School's planning process is broad-based and collaborative. Parents, students, and staff collaborate on an ongoing basis through ILT, faculty meetings, School Site Council, and Professional Learning Communities (PLCs). The types of data that are gathered and analyzed at these meetings

include six-week grades, department and district benchmark results, CAHSEE scores, 9th grade pre-CAHSEE scores, schoolwide and district-wide writing benchmark results, classroom assessment scores, CELDT scores, Gifted and Talented Education (GATE), and Advanced Placement (AP) test scores. The analysis of data at Segerstrom drives the instructional programs that are offered to our students.

The schoolwide instructional focus has changed from "Read, Write, Learn" to "Read, Write, Achieve." This focus has been driven by the need to use a term that is measurable and leads students to post secondary success. This focus can be seen in the schoolwide writing program that has been in place for the past ten years. Staff members are inserviced on how to implement the writing process and each department integrates a writing component into their curricular area. Four modalities of writing are taught and assessed each year: narrative, persuasive, expository, and response to literature (analysis of a text). In addition to classroom writing assessments and one district-wide writing assessment, students take four schoolwide writing assessments annually, and the faculty participates collaboratively in the grading process. The results are used to guide instruction, particularly in English.

In order to respond proactively to our students' needs in preparation for the CAHSEE, which is administered in the 10th grade, the Segerstrom staff created a CAHSEE Success Plan. Data from the 9th grade pre-CAHSEE exam and CSTs is used to identify students who are in need of additional support and interventions. These interventions are customized according to areas of weakness and include schoolwide CAHSEE preparation as well as "Boot Camp" classes and tutorials for at-risk sophomores (those who scored basic or below on the CSTs or did not pass the pre-CAHSEE exam) and any juniors and



seniors who did not pass the CAHSEE on their first attempt. This model has proved so successful that the district has adapted it for use at all high schools.

Six-week grades are analyzed and discussed within departments to promote greater consistency within similar courses and to encourage teachers to share successful strategies. In past years, the Title I coordinator used these grades to place students with two or more “F’s” in any given grading period into Guided Study (GS). This program provided mandatory tutoring in a small-class setting where students can receive individual academic assistance from a teacher who closely monitors their academic performance. Due to evidence that called the effectiveness of this program into question, departments are exploring PLC-based intervention programs to provide concentrated support for struggling students administered by the teachers in those content areas.

The AVID program consists of eight elective tutorial classes within the school day—three freshmen classes, two classes each for sophomores and juniors, and one senior class. Many of the strategies and methodologies used in AVID, such as Socratic Seminar, Cornell Notes, and peer tutorials, are embedded in non-AVID classes throughout the school to better help all students achieve success.

Aside from the PLC-based intervention programs, teachers volunteer their time to provide tutoring on a daily basis before school, after school, and during lunch.

Aside from the PLC-based intervention programs, teachers volunteer their time to provide tutoring on a daily basis before school, after school, and during lunch. In addition to receiving help with homework, students who fail unit tests use the tutoring system in accordance with the schoolwide exam-retake policy: students are allowed to retake tests (for a maximum score set by each department). Honors and AP courses provide a wide array of opportunities for struggling students. These opportunities range from test corrections to writing workshops in an effort to help students acquire the skills that will prove vital on the AP exam.

The staff also monitors student achievement through the use of department and district benchmark assessment analysis. Currently, the district has developed math and English benchmarks that are given four times per year. The results of the benchmarks are available on Illuminate for teachers to use as they plan and modify their instruction to meet student needs. Other departments, mainly Social Science and Science, have recently implemented benchmarks that align with Common Core standards. As benchmarks are developed and implemented, analysis of the results happens in a similar fashion to that of English and math.

Our counseling staff is extensively involved in the monitoring of student progress. The counseling staff participates in 9th grade registration, where students visit the high school, and have an opportunity to meet one on one with their counselors to review their academic courses for their incoming year. Our Tenth Grade Counseling Program has counselors meet with nearly every sophomore student and his/her parents during the second semester of the year to review progress toward graduation requirements and



college readiness to map out the remainder of the student's high school career. The counselors also meet with small groups of junior level students to develop a "Plan of Study" (Four Year Plan) using the "CaliforniaColleges.edu" website. The counselors then meet with seniors to follow up on graduation status and college/career readiness. Students who are failing classes or are at risk of failing classes are assigned agenda



checks, grade checks, homework contracts, and tutoring contracts by counseling staff, who then follow up with students and teachers to ensure that students are making improvements in their academic progress and work habits. As a result of these programs, all students are seen at least twice a year by counselors on an individual basis throughout their four years in high school as a built-in procedure.

Our teachers and administrators are becoming more proficient in using data to drive instruction. The faculty knows how to access Illuminate to review student information and test scores, but more training is needed in this area so that all staff feels comfortable using all features of the program and creating and sharing reports.

Students with special needs at Seegerstrom are fully included into the general education population and the special education staff monitors their progress closely. The classroom teachers with the support of the special education staff provide students appropriate accommodations within the general education classrooms. When accommodations cannot be provided within the classroom, students are provided with their accommodations in the resource room or in a separate location on campus with special education staff. Individualized Education Plan (IEP) goals and objectives are monitored by the special education department and communicated to teachers through e-mail, individual conferences, and IEP meetings. Teachers know to go to the resource room to access information regarding students with special needs, and all teachers are given a period-by-period list of students with special needs in their classes within the first two weeks of school. The general education teachers are asked regularly to complete Work and Attitude Reports for students with special needs that are used to guide IEP meetings. Special education staff members keep in close contact with students with special needs and their parents or guardians and also facilitate communication between these families and the general education teachers.

Evidence

- Writing Assessments and Scores
- ILT Meeting Minutes
- School Site Council Meeting Minutes
- PLC Meeting Agendas and Minutes
- Department and Course-Alike Meeting Agendas and Minutes
- Tenth Grade Counseling
- Illuminate



- CAHSEE Prep Sign-in Sheets
- Teacher Lesson Plans and Materials
- Department and District-Wide Benchmark Assessments and Scores
- Schoolwide Tutoring Schedule
- IEPs, Individual Transition Plans (ITPs), 504 Plans, Student Success Teams (SSTs)
- Work and Attitude Reports

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The employment policies and practices of Segerstrom High School follow state and federal requirements. All teachers are highly qualified and are Crosscultural, Language, and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE) certified. Segerstrom High School requires commitment to professional development from each staff member. The staff has agreed to work additional minutes in order to provide for delayed start days used for Professional Learning Communities (PLCs) and professional development. The district continues to mandate 2.5 days for professional development. These days are utilized to analyze data, review district policies, revisit fundamental structures, offer technology training, provide an overview of special programs such as AVID, and present a new teacher orientation. Staff members sign a compact agreeing to uphold the school's fundamental policies and structures. New staff members are warmly embraced by veteran teachers to help them navigate through Segerstrom's procedures and policies and to help them feel like a welcome member of the Jaguar staff. While this is still happening, we recognize that there is need to revisit the new teacher orientation process to ensure that all new staff members truly are aware and incorporate schoolwide procedures from their first day on campus.

Segerstrom staff has agreed to work additional minutes in order to provide for delayed start days used for PLCs and professional development.

The staff at Segerstrom shares in the responsibility to support student learning through PLCs and the schoolwide tutoring program. In the past, Guided Study was used as an academic intervention for targeted students failing 3 or more classes. This program did not prove to be as effective as hoped and became quite costly. The decision was made to terminate this program. This year, departments are beginning to implement intervention programs per PLC to offer concentrated approaches to helping struggling students in specific content areas. Teachers continue to participate in CAHSEE-specific tutoring sessions, which are offered during the two months prior to the test to all sophomore students, particularly those who have been identified as at risk of not passing. Furthermore, sophomores who did not pass the 9th grade pre-CAHSEE are required to attend CAHSEE Boot Camp several days before the test. This is an intensive tutorial program that emphasizes test taking strategies and review of basic concepts. Many of



these activities are voluntary, demonstrating a high level of commitment to student success and achievement.

In addition to schoolwide tutoring programs and PLCs, there are a number of other ways that the staff facilitates student achievement both during and outside of school. Most staff members are involved in a wide array of committees, including Student Recognition, Senior Awards, Student Seminar, Staff Recognition, Community Service,



AVID, Schoolwide Writing, Senior Exit Portfolio, Technology, and Summer Reading. These committees work to either devise ways to improve student learning and academic success or recognize and reward students for their successes. GATE, AVID, and special education teaching strategies are shared in faculty meetings by colleagues. The Segerstrom staff also receives presentations regarding Common Core and differentiating instruction.

The Segerstrom High School counseling staff provides a phenomenal 10th grade counseling service to ensure that students are on track for graduation. The counseling staff also provides agenda and grade checks as well as mandatory tutoring for students who are at risk of failing. The Higher Education Center (HEC) offers extended hours for assistance with college applications during October and November and again in January for assistance with completing financial aid forms (e.g., FAFSA). This year, per a districtwide initiative, counselors are creating a four-year plan for each freshman student. Counselors will meet with each individual freshman student at least once as well as visit each freshman seminar class. The purpose of these visits focus on graduation and post secondary opportunities.

As part of our ongoing professional development, the Segerstrom faculty regularly shares lessons and teaching strategies within and outside of departments in order to improve student success by using successful strategies. New teachers are partnered with mentor teachers through the district's well-organized Beginning Teacher Support and Assessment (BTSA) program. In addition, many veteran teachers on site have volunteered to become BTSA support providers to assist our teachers participating in BTSA.

Ongoing evaluation is one of many tools that the administration uses to ensure excellence in the classroom and provide ongoing professional development to all teachers. In addition to the formal evaluation process, the administrative team also visits classrooms frequently on an informal basis. Segerstrom also incorporated Jaguar Safaris, which enabled colleagues to visit one another within and across departments to observe student engagement and successful teaching practices. However, due to concerns by SAEA regarding the evaluative nature of the visits, the practice of Jaguar Safaris was discontinued. Informal observations still occur on a regular basis.



Evidence

- Faculty Credentials
- Bell Schedule
- Fundamental Compact
- New Hire Interview Questions
- PLC Meeting Minutes
- Committee Meeting Minutes
- Tutoring Logs and Schedules
- CAHSEE Scores
- CAHSEE Plan
- Staff Meeting Agendas, Minutes, and Professional Development Handouts
- Programs from Student Recognition Ceremonies and Assemblies
- Teacher Evaluation Forms
- BTSA
- Tenth Grade Counseling Parent Forms
- California College Student Accounts (on line)

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

The staff at Segerstrom participates in professional development through meetings on delayed start days, professional development days, and in-services. This professional development is often run by Segerstrom staff members and usually focuses on a wide variety of instructional strategies, including those related to GATE, AVID, Common Core strategies, technology, and differentiated instruction. In addition, the staff receives professional development to successfully implement the schoolwide writing program. This professional development covers the characteristics of different writing modalities, ways to incorporate writing across the curriculum, and scoring student writing using the district rubric. Other professional development opportunities promote more effective use of tools used to address student learning needs such as Parent Link, Illuminate, and the Student Success Team (SST) process. While Segerstrom staff members provide many of these professional development opportunities, they are also supplemented by district-level in-services and out-of-district trainings such as AP Summer Institutes, and a one day AP workshop sponsored by the College Board held on Segerstrom's campus.

The measurable effects of these professional development opportunities and the disaggregation of data are evident from student performance on the CELDT, FitnessGram, CAHSEE, MAP Testing, District Benchmarks, departmental common assessments, 10th grade Life Science exam, Advanced Placement tests, as well as schoolwide writing assessments.

New teachers participate in the BTSA program offered through the district, which provides professional development in differentiating instruction and student engagement for both participating and supporting teachers. Twelfth grade English teachers receive ERWC training through the district partnership with the California State College System.



The supervision and evaluation procedures at Seegerstrom promote the professional growth of staff through consistency and organization. Administrators conduct regular walk-throughs of classrooms in order to informally assess levels of student engagement. Regular formal observations comply with the rules of Santa Ana Educators' Association, (the local teachers' union) and district guidelines. Administrators discuss formal and informal observations with teachers in order to improve teaching practices, providing thorough and constructive feedback. In addition, each of Seegerstrom's administrators is responsible for a different department and attends department meetings and other events as needed. All Seegerstrom administrators have an open-door policy, a fact that is known and utilized by all staff members on a regular basis, creating an environment where teachers are eager to continue learning and improving their practice.

Evidence

- Delayed Start Meeting Agendas
- Professional Development Day Agendas
- Teacher Evaluation Forms
- Department Meeting Agendas and Minutes
- Illuminate
- BTSA
- Schoolwide Writing Training Materials, Assessments, Rubrics, and Scores
- Staff Meeting Agendas
- AP Summer Institutes
- AVID Tutors
- CELDT Results
- FitnessGram Results
- CAHSEE Results

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Seegerstrom's budget is developed through the LCFF, which aligns with district LCAP goals, and the Single Plan for Student Achievement (SPSA). Site resources from state and federal funding are allocated according to student learning needs. The bulk of Seegerstrom's general funds go toward instructional material; each department has its own budget for purchasing the appropriate materials. During the 2013-2014 school year a large amount of general funds was used to update teacher classroom technology, which had not been replaced since the school opened nine years ago. Categorical funding has been unpredictable during the last 3 years. A reduced budget in the previous two years eliminated programs and hindered technology needs throughout the school. This school year, the categorical budget was increased from approximately \$41,000 in June of 2014 to approximately \$135,000 in September 2014 and then approximately \$210,00 in November 2014. School site council allocated the majority of this funding to upgrade 3 campus computer labs for student use. Categorical funds were also used to provide AVID support (which also receives general funding support), teacher training, student intervention programs, and "Parent Technology Nights."



Santa Ana Unified School District (SAUSD) audits Segerstrom's Associated Student Body (ASB) and attendance each year. Although Segerstrom ASB is responsible for its own revenue and expenditures, the district monitors the site's ASB budget and gives site administrators monthly budget reports.

As with most school districts in California, SAUSD has been forced to make significant cuts to the general fund over the last 4 years prior to the adoption of LCFF. The majority of these cuts have affected resources to classrooms and programs to students. Our full-time computer technician position has been reinstated and gets assistance from a full-time stage manager, who has been tending to computer-related maintenance and troubleshooting issues. Since 2005,



Segerstrom employed two athletic equipment managers. Due to budget cuts in 2007, the school has only been able to retain one full-time equipment manager with the coaching staff assuming some of the remaining responsibilities. The main office has one athletic secretary/site clerk, two part-time office assistants, one full-time office assistant, and an office manager. The school has only one attendance clerk with no additional support other than student aides. The counseling department has a full-time registrar and one part-time site clerk. Additionally, Segerstrom's full-time library media technician position has been reduced to part-time status, as have many of our special education Student Support Paraprofessionals (SSPs). Although the number of custodians allocated to Segerstrom has been reduced, Segerstrom's facilities are safe, functional and well maintained. The school has two daytime custodians, one night lead custodian who supervises four additional custodians, and one groundskeeper.

Limited Title I funding has made it possible to hire substitutes for department collaboration days, however due to recent substitute shortages collaboration days have been significantly reduced. Title I funding has provided limited funding for our AVID program. General funds have been allocated to allow for eight sections of AVID schoolwide.

In order to provide the most rigorous and up-to-date programs available, Segerstrom uses general funds to pay for AP teachers to attend College Board institutes during the summer. Segerstrom also uses professional development days to take advantage of opportunities in a variety of areas (special education, GATE, AVID, Advanced Placement, classroom management, data analysis, and instructional technology). The district also offers numerous trainings during and after school as well as through external opportunities.

SAUSD has made a significant commitment to technological integration into all aspects of student learning. The district purchased and delivered six mobile computer carts with 40 computers each. The influx of 240 additional chrome books as well as the investment



on three computer labs has enhanced the schools technology program and will allow the school to handle future computer-based standardized testing. In addition the school has refurbished 4 mobile MacBook labs and has recently purchased 30 new MacBooks for student check out.

Seegerstrom partners with Santa Ana College (SAC) to offer Bridge classes. These are courses offered through SAC and taught on our campus by Seegerstrom teachers before school (zero period) or after school. These classes allow students additional opportunities to meet graduation requirements by taking courses concurrently during the school year. The advances in technology on campus have also served the APEX program, an online credit recovery program, with the necessary tools for students to use in an effort to get back on track with graduation requirements.



Seegerstrom also has a site technology plan where a committee meets monthly to review the site's use of technology and determine any areas of need. The Seegerstrom technology committee offers trainings to all interested staff. These trainings include how to use Webmail, ParentLink, Gooledocs, Gooru, Edmodo, and a variety of in-services on educational resources.

Evidence

- Textbooks
- Department Budgets
- AVID Classes
- Single Plan for Student Achievement (SPSA)
- Staff Development
- Saturday School
- Saturday Work Program
- Parentlink Records
- Bridge Classes through SAC
- School Site Council Minutes
- Budget Reports
- Professional Development Conference Attendance
- Illuminate Reports and Test Scores
- Site Technology Plan
- Master Schedule
- Mobile Computer Carts



Areas of Strength

1. Our students are academically well prepared to graduate with a diploma and earn a post-secondary education.
2. Our data-driven CAHSEE plan has been adopted by the district to be used district-wide in order to increase first-time pass rates.
3. Segerstrom's fundamental structures (tardy, dress code, and missed assignment cards) help the student body stay focused on academics.
4. The counseling staff and administration at Segerstrom provide consistent and unparalleled support to the students.
5. Ongoing professional development is built into the school schedule and facilitated by Segerstrom's instructional leaders.
6. The expansion of the AVID program has led to an increase in the number of students who are prepared for college.
7. Twelfth grade English has changed the curriculum to ERWC (Expository Reading Writing Curriculum) so that students are better prepared for the rigor of college-level writing.
8. Students are more aware of a-g requirements through the counseling program, seminar instruction/activities, AERIES access, and schoolwide CSU/UC informational posters.

Areas for Growth

1. More technology training is needed, particularly with Illuminate, so that teachers feel more comfortable utilizing data to modify and guide instruction.
2. The staff needs to be better informed of the decisions made by the governing board and School Site Council. Some staff members feel uninformed and disconnected from this decision-making process.
3. There is a need to reconfirm the schools commitment to the fundamental policies by all stakeholders.
4. Staff members need to be more collaborative across the curriculum in order to be more aware of overarching challenges students face in each respective discipline and grade level.



Focus Group B

Standards-Based Student Learning: Curriculum

Focus Chairs

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Yvonne Alonzo

Corrine Duran

Special Education

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Paula Sandoval

Science

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Samuel Nimmo

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Librarian

Stephanie Gerdes

TOSA

Amber Lund

Classified

Danny Alvarez

Juan Contreras

Jaime Gonzalez

Rosa Llamas

James Loesch

Elva Munoz

Candelario Sierra

Parent

Randy Carrillo

Students

Jonathan Caceres

Joe Tepox



CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results? To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Seegerstrom High School promotes a college-going environment through providing rigorous standards-based curriculum for all students. The goal of each student is to fulfill a-g credit requirements and to be college-ready at graduation. Currently, students are required to complete 220 credits in order to graduate from any high school in the Santa Ana Unified School District (SAUSD), though that number has decreased from 240 credits in previous years. The staff views this change in credit requirements as adding flexibility for students. By allowing students time in their schedules, they can enroll in a variety of core and elective courses within the a-g requirements, and through a diverse schedule.

Our students build their schedules with Advanced Placement and college preparatory courses in English, science, mathematics, foreign language, and visual and performing arts (VAPA). To help increase student academic achievement, Seegerstrom also offers special education pullout support, Bridge classes funded and supported through Santa Ana College, Regional Occupational Program (ROP) opportunities, and APEX online credit recovery classes. With these offerings, students are able to catch up on credits for graduation. Though there have been challenges with securing classroom space to house these classes (e.g.-limited computer lab space, limited classroom space, etc.), the existence of these classes have assisted students in meeting the a-g requirements and being college ready. As part of the recommendations made by our last visiting committee, we have continued to successfully encourage students to enroll in rigorous classes and we have increased the number and variety of Advanced Placement course offerings. Concurrently, we have also added to our course offerings an Introduction to Engineering Design as an elective STEM course.

Another support system in place at Seegerstrom is the offering of extended library hours. Seegerstrom library is available to students daily both outside school hours and during the school day. Students also have access to a variety of resources, both print and online, to complete their school assignments and personal interest needs. The library hosts Library Late Nights throughout the month, which extends the library hours to 7 pm, giving more students access to the resources provided. Technology for curriculum use is also expanded through the library with two computer labs, E-book (Nook) checkouts available to all students, online databases, training on a variety of technology use provided by the school librarian and the soon-to-be implemented student laptop checkout program.

Teachers at Seegerstrom participate in the development and implementation of many schoolwide initiatives that support students in meeting and exceeding academic standards and helping students achieve expected schoolwide learning results. One of the initiatives that has proven to benefit our students is the schoolwide writing program. Built into our school calendar, days have been incorporated to allot for the entire school population to



participate in schoolwide writing assessments. As a staff, we score student essays on delayed start days. In an effort to better prepare our students for these assessments, teachers in all subjects are encouraged to implement writing genres within their curriculum. However, we could work more on making sure all staff teaches writing genres before writing days, which would improve the program. Other examples of these schoolwide initiatives include Advancement Via Individual Determination (AVID), using Common Core aligned strategies, Thinking Maps, common course assessments,

Built into our school calendar, our schoolwide writing program involves all students writing to a common prompt and teachers from all disciplines scoring these essays on delayed start days.

schoolwide tutoring, Positive Behavioral Interventions and Supports (PBIS) and the use of the fundamental homework card accountability system. Staff has evaluated the card system recently, and through this collaboration, the cards have been updated to suit the current needs of staff and students.

Within the classroom, students are supported with coherent and relevant curriculum and are encouraged to use technology to complete assignments and academic research. Teachers use tools, such as laptops, document viewers, and projectors, to enhance the subject matter effectively. Many teachers use online resources to deliver curriculum through resources such as individual teacher webpages, found on the Seegerstrom website,

the use of blogs to post assignments and materials for class, and the use of Edmodo and Turnitin to communicate about the curriculum and turn in assignments. With the advances in technology on campus, student will need more support with their professional use of technology. This support will provide students more opportunities to complete assignments online and be better prepared to be successful in their classes. The sooner we move students toward using technology academically and professionally, the better prepared they are for the demands and rigor of college courses. Students are also given a Google Drive account by the district and are encouraged to use Google Drive to collaborate, save, and complete assignments. The goal of the staff is to have more students complete assignments and collaborate using Google Drive by making the process more user friendly. Students are also required to complete MAP Assessments, an online testing portal, in math and English. Students and parents are encouraged to use technology to monitor their grades using Aeries Portal. This year, Seegerstrom has begun offering a series of free technology courses to parents who would like assistance in using technology to communicate with school and support their children's academic success.

Schoolwide, teachers display clear learning objectives and focus students using big ideas and essential questions. These Common Core aligned objectives are the driving force in instruction.

In an effort to maintain rigor and structure in our curriculum, the staff works collaboratively via delayed starts and staff meetings. The entire teaching staff meets before school on delayed start days and after school during staff meetings. During these meeting, staff members have utilized the time to review student scores on schoolwide, district wide, and statewide assessments as well as other student data such as behavioral reports. Teachers are also in-serviced on schoolwide instructional practices such as the



use of Common Core strategies in all classrooms. The past two years, the district has provided support with curriculum through the use of Certificated Learning and Achievement Specialist (CLAS) instructors who worked with Segerstrom teachers to provide curriculum support and strategies (choosing complex texts, teaching close reading) to use within the classroom in any subject matter. Previous to those two years, teachers have also been provided support with Thinking Maps. Delayed starts have and are currently being used to score schoolwide writing assessments in a collaborative atmosphere. Another opportunity provided by a staff committee (Seegerstrom Tech Committee) is Tech Tuesdays where teachers can speak to technology committee members to get help with software and technical questions.

In Professional Learning Communities (PLC), teachers at Segerstrom work with colleagues within their departments to revise and plan content instruction. At the department level, teachers also collaborate to ensure student success by creating common assessments and benchmark exams with free response questions. In addition, course-alike teachers collaborate to analyze student data, develop common curriculum expectations, create lessons plans using curriculum maps, coordinate final exams, and discuss grade distribution reports. Through these meetings, teachers discuss what standards were met and which standards need to be retaught in order to support their students' needs. In previous years, department members used to meet in full pullout days, but a substitute shortage has evolved these collaborative meetings to assemble on after-school department meeting days. The teachers first meet as a group, and then they break down into smaller grade-level course-alikes. This provides increased time for collaboration on curriculum, but poses challenges for coaches who are not present for meetings and for teachers who have multiple preps who cannot attend more than one meeting concurrently.

Teachers can further collaborate to develop curriculum through the use of Google Drive, Dropbox and Microsoft email exchange. For Advanced Placement teachers, Gooru, an online collaboration community, is currently being rolled out by the district to encourage Advanced Placement teachers in the same subject to collaborate schoolwide and district-wide.

Through these collaborative efforts by the staff, students are encouraged and expected to participate and achieve at Segerstrom.

Evidence

- Common Core standards for each subject area
- Open access to Advanced Placement program
- Growing Advanced Placement program with new course offerings
- Access to student computer labs
- Purchase of 240 Chromebooks contained in six mobile carts
- Technology in the activities (video projects, research and e-readers)
- Summer Reading Book (One book, one school)
- Teacher lesson plans
- Classroom displays of student work
- Common Core district-wide lessons



- Integration of technology in the classroom
- Schoolwide writing assessments and scores
- Staff Development district modules
- AVID Data
- Homework Cards
- Benchmark Exams by Subject Area including free response questions
- Common Assessments by Department

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Open Access to Programs:

Seegerstrom High School maintains an open access enrollment policy in the full range of courses offered to our students. Any student may elect to enroll in a variety of academic courses, including rigorous Advanced Placement classes. AP courses are offered in the following subject areas: art, English, foreign language, history/social Science, math and science. In addition, students may select from a variety of elective classes including courses in visual and performing arts, the social sciences, athletics, NJROTC, technology/engineering and career technical education.

Counseling Assistance:

Incoming 9th grade students meet with their counselors in the spring of their 8th grade year to review the district's graduation requirements and to select their courses for the fall semester. Seegerstrom's guidance counselors also meet with 9th graders in their seminar class at the beginning of the year to ensure correct course placement and to start each student's Four Year Plan. Additionally, this year all students have access to the California Colleges Guidance Imitative allows students to plan for college and financial aide. This resource has been rolled out through the student seminar class.

10th grade students and parents meet with their guidance counselors to keep them on track for graduation and to allow counselors to assist students with post-high school educational goals. All 10th grade students attend a California High School Exit Exam assembly. The purpose of this assembly is to stress the importance of CAHSEE success for both high school graduation and post-high school education opportunities for the students. Additionally, this year all 10th grade students took the PSAT exam.

11th grade students take the PSAT exam in preparation for the SAT in their seminar classes. Guidance counselors continue to monitor individual student progress in terms of meeting both high school graduation requirements and the a-g requirements.

12th grade students meet with guidance counselors individually as needed during the year to ensure continued progress towards both graduation requirements and the a-g requirements. Additionally, seniors are required to complete a Senior Project, which includes post-high school educational and career research along with a real world internship experience in their selected career area.



In addition to counseling provided by our counseling staff in the 2014-15 school year, students can receive additional onsite counseling services for a variety of counseling needs that are severe in nature. This counseling, which is funded by Segerstrom, is provided by Turning Point.

Student-Parent-Staff Collaboration:

Segerstrom High School maintains a policy of contact between students, parents, and school staff. Much of the communication between school and home is facilitated by the school's fundamental structures. These structures include parent notices, home phone calls by teachers and office staff and frequent academic progress reports on individual students. In the past few years' school staff has revised our fundamental structures and guidelines in order to meet the needs of the school's student population. While this revision has posed challenges Segerstrom remains committed to fundamental principles.

Additional lines of communication between school and home include academic progress monitoring via the Aeries grading system, email correspondence, letters and district forms. This year all students signed up for access to Aeries during their seminar class to ensure this resource is used. Some teachers faced challenges last year when Aeries was introduced but this year all teachers use this resource to communicate academic progress with both students and parents.

Parents are also invited to meet teachers at our annual Back to School Night in the fall and at Segerstrom's Open House event in the spring. In addition Segerstrom parents can request a parent -teacher conference at any time to discuss academic progress.

A student with an Individualized Education Plan can be sure that the Segerstrom staff is regularly updated with any changes, accommodations, or parent concerns. The Special Education staff informs all parties involved with any updates or changes to students Individual Education Plan. IEP meetings are well attended by teachers from both the Special Ed and General Ed programs.

Illuminate is an Internet based student data resource used regularly by Segerstrom staff. Teachers and staff may examine each student's prior history with regard to a variety of assessments and use this data to adjust instruction accordingly.

A Student Study Team is convened to allow Segerstrom students, staff, and parents to communicate openly regarding progress toward academic goals, behavior issues, etc. Information is notated and all involved agree to an action plan.

Our school's fundamental structures facilitate communication between school and home. These structures include parent notices, home phone calls by teachers and office staff and frequent academic progress reports on individual students.



Post High School Transitions

Seegerstrom High School is committed to providing a college-bound culture for its students. The Higher Education Center is located in the center of the Seegerstrom's campus and is available to all students as they seek information pertaining to colleges, entrance requirements, financial aid, etc.



The Higher Education Coordinator is tireless in her efforts to ensure that students are aware of scholarship opportunities, application deadlines, college visits, and testing deadlines. Materials from numerous colleges and universities are on display at all times. Students have the opportunity to meet college and university representatives when they regularly visit our campus. The center maintains a presence on both Edmodo and Facebook to notify students

of informational opportunities and deadlines. Through the Higher Ed Center, students complete the FAFSA application and participate in a career fair to make them aware of numerous opportunities available to them after high school. Several times per year, representatives from a variety of colleges and universities visit the Seegerstrom campus. Students are able to make appointments with these representatives to get information and to ask any questions they may have regarding college acceptance, courses, social aspects and academic requirements.

The Seegerstrom AVID program presents an annual college fair for students to get extensive information and materials from many colleges and universities.

Seegerstrom students are required to complete a Senior Project that is based on their post-high school educational and career interests and goals. As part of the project seniors complete a job shadowing internship in their chosen field.

Evidence:

- Seegerstrom Course Offerings
- AP Course Descriptions
- CTE Course Offerings
- 10th grade Counseling Information
- Senior Project forms
- Fundamental Parent Compact/Contact Documents
- Teacher Generated Progress Reports/Aries Grade Printouts
- District Generated Progress Reports
- Parent Letters
- College Fair Fliers
- Financial Aide Information
- Back to School Night/Open House Flier
- Master Schedule
- Student Four-Year Plan
- Applications for ACT/SAT Waivers



B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

The Santa Ana Unified School District (SAUSD) course requirements for graduation exceed those of the state of California and are closely aligned with the University of California (UC) and California State University (CSU) a-g entrance requirements. SAUSD students are required to complete four years of English, three years of math, and two years of science. The curriculum provided at Segerstrom is designed to scaffold students toward meeting graduation standards, and it also helps maintain the graduation expectations of the district, school site, parents, and staff.



Segerstrom's graduation rate for the class of 2014 was 97%. The graduation rate for 2013 was 96.1% and for 2012 98%. The 97% three year average is in line with top high schools in Orange County and exceeds state rates by 20%.

Segerstrom students and parents are well aware of high school graduation requirements thanks to a schoolwide effort by all departments on campus.

Students can access graduation

requirements in student agendas, and seminar teachers lead students in a review of a-g and graduation requirements at the beginning of each year. The counselors in the Counseling Center provide leadership for students to help them achieve graduation through one-on-one counseling, individual student/parent counseling appointments, mid-semester interventions, yearly registration assemblies where counselors review transcripts, grade-level, and Advanced Placement curriculum with students. In addition, the special education department holds similar meetings to ensure that our students with special needs are aware of and on track toward meeting graduation requirements. The Higher Education Center and the Higher Education coordinators provide specific counseling on college entrance requirements, hold workshops and classroom visitations, and supply computers to support students with assignments in their classes. The AVID classes and program provides specific, targeted curriculum to support students. The AVID program has grown and we are currently working toward becoming a demonstration school, which will benefit students in the long run by encouraging AVID students to enroll in at least one AP course before graduation. Students are offered intervention and assistance programs to help meet their goal of graduation.

Segerstrom's exemplary pass rate on the CAHSEE reflects the hard work of the students and staff in preparation for this important graduation test. Students are made aware of the test as freshman and are introduced to the format through a practice run of a mock CAHSEE test. During their 10th grade year, students are offered CAHSEE "Boot Camp" which requires all students to attend after-school curriculum based-tutoring sessions offered in math and English. Other strategies of the Segerstrom "CAHSEE Machine"



include weekend tutoring sessions and parent letters informing families of the importance of the CAHSEE as well as practice opportunities built into 10th grade curriculum.

Students who may be lacking credits or who have failed a course may attend summer school, Bridge program classes before and after school, APEX online recovery program, CTE/ROP classes on our campus and other campuses within our district, and off-campus night schools to make up credits and put those students back on track for graduation. Summer school classes provide remedial intervention by offering standards-based curriculum to struggling students. Furthermore, students who have an impacted schedule due to their participation in the AVID program (where students are required to use an elective space in their schedules to accommodate AVID classes) also enroll in summer school classes to bolster their transcripts and get ahead for the next school year. The Bridge program allows students to attend classes at Santa Ana College (SAC) and during first period and after school at Seegerstrom to make up coursework. The curriculum offered in the Bridge program supports English and math classes. The APEX online recovery program is made up by classes integrated into students' daily school schedules and has recently been expanded to two sections due to the increase of students' needs. For students who are interested in careers or need to make-up credits, the CTE/ROP classes enable students to gain skills through focused curriculum and hands-on experience.

Students who may be struggling to pass a course may take advantage of the various tutoring opportunities offered on campus. Tutoring by teachers on campus before school, during lunch, and after school is offered to all students. Students, who are enrolled in the AVID program, receive specialized tutoring. In addition, Seegerstrom's test retake policy is available to all students. If a student wants to retake an assessment that he or she did not pass for a department set maximum score, they may do so after attending tutoring sessions in that subject area.

The Higher Education Center (HEC) provides a wealth of information regarding job opportunities, community service activities, and college and university information helping students focus on their future goals as they progress toward graduation. In conjunction with the HEC, the AVID program coordinates college visitations for Seegerstrom students. Regularly scheduled college and career fairs provide Seegerstrom students with information as they make choices to enter the work world and/or pursue a college education. In addition, various groups on the campus offer field trip experiences to connect the classroom with the real world.

Seegerstrom High School provides an environment for students to relate their curricular and co-curricular experiences to applications in the outside world. The ROP and NJROTC programs familiarize students with a variety of career and study opportunities available to them in the business world or in the military.

Evidence

- Higher Education Center
- College Visitations
- College/Career Fair
- Field Trip Opportunities



- Counselor/Parent Meetings
- Yearly Registration Assemblies
- Special Education Teacher/Parent Meetings
- CAHSEE Results
- Summer School/Night School
- Tutoring Programs
- Library Late Night
- Zero Period Classes
- Academic Clubs
- AVID
- ROP
- NJROTC

Areas of Strength

1. Complete open access to AP classes.
2. We offer multiple tutoring opportunities for failing/struggling students through teacher tutoring and Think Together program.
3. Some PLCs communicate and work well together (10th grade ELA and world history).
4. We have increased AP course offerings (AP Art History and AP Human Geography).
5. Professionalism of the staff.
6. Counseling interventions.
7. School-parent communication by phone and email.

Areas of Growth

1. More access to course-alike collaboration.
2. More interventions for students with multiple F's.
3. Enrichment programs for advanced students.
4. Professional development for math teachers moving to common core.
5. Professional development for technology: Google Drive, Illuminate, Aeries, ParentLink.
6. Communication regarding shift to Common Core.



Focus Group C

Standards-Based Student Learning: Instruction

Focus Chairs

Margaret Segalla

Maia Zinger

Administrator

David Williams

Counselor

Leslie Castillo

English

Michael Echaves

Lisa Oliver

Becky Tsai

Social Studies

Sara Jordan

Joe Tagaloa

Mathematics

Nancy Flores

Sunny Tamaoki

Foreign Language

Alessandra Mangiarotti

Visual and Performing Arts

Shelby Stoewsand

Physical Education

Dave Bishara

Special Education

Jennifer Flores

Christianne Lambert

Science

Randy Fenwick

David Koeler

Lan Vu

Classified

Mache Finley

Pili Lopez

Jose Flores

Oscar Hernandez

Sonia Hernandez

Julie Lopez

Julie Norton

Marlene Payan

Ruby Nava

Parent

Jacobe Wilbert Murillo

Students

Sergio Gomez

Maurice Sanchez



CATEGORY C: INSTRUCTION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

As Segerstrom High School has transitioned over the past three years from relying on state standards to Common Core standards to drive instruction, teachers, staff and students have worked diligently to maintain high academic expectations and consistency across all subject areas throughout the school. To most effectively achieve this transition, teachers have attended regular in-services, both on campus and off site, focusing on Common Core strategies in the classroom such close reading and analyzing complex texts. Our district office has provided training on Common Core standards and teachers have been meeting regularly in their departments to discuss, plan, implement, and revise their lessons to ensure that we are correctly following the Common Core curriculum. While these changes have been at times frustrating or confusing, they have also presented an opportunity for intense collaboration bringing novelty to our work and an opportunity for creativity, which is an area in which the staff at Segerstrom High School excels. Over the past two years, units of study, unique for each grade level and every discipline, designed to focus on the most comprehensive changes required by the Common Core. These units were designed by classroom teachers from across the district (including several from Segerstrom), under the auspices of our district and then taught in classrooms, schoolwide.

Teachers at Segerstrom take great pride in their use of dynamic, research-based strategies to help all students achieve academically. An intentional effort has been made to reduce multiple-choice tests, a mainstream of NCLB, in favor of strategies that foster authentic engagement and critical thinking. Among these strategies are structured discussions (like a Socratic Seminar), independent research, and analytical writing to name a few. With the increasing importance of 21st century technology skills, teachers across all content areas assign projects that employ the use of various media. These projects include videos, brochures, presentations and/or performances, all of which push students to see the connections between their schoolwork and life beyond the classroom. Non-traditional media as teaching tools are also more often incorporated into our curriculum: TV shows, pop-culture songs, and Twitter or Facebook are used to make the academic experience as authentic as possible. By weaving daily life into the students' academic curriculum and vice versa, students grow increasing more comfortable with comporting themselves in a professional, academically sophisticated way both inside and outside the classroom.

Students are first introduced to the academic expectations at Segerstrom High School by way of a course-alike syllabus and a parent letter on the first day of school. Included in these documents is a detailed breakdown of how each student's grade will be calculated by percentages including tests, quizzes, homework, classwork and other course-specific obligations. Students are asked to go over these syllabi with parents, have parents acknowledge their understanding of the expectations by signing and returning the form within the first week of school. This information is reiterated a few weeks later on Back to School Night in order to emphasize the need for parent support in student success. One area where most teachers agree we would like improvement is in getting more parents involved at Segerstrom High School. The school uses a wide range of tools for



communicating with parents, including real-time translators, ELAC and DELAC committees, principal emails, PeachTree and ParentLink. Our parent community generally has lower attendance at academically important informational meetings; increased attendance would benefit our students. However, since most of our parents work full-time, this makes their active involvement challenging.

In addition to sending a syllabus home and Back to School Night, parent meetings are held to communicate general schoolwide expectations for students. Freshmen parents, in particular, are urged to attend orientation where they learn about the card system and other fundamental practices and behavior standards at Seegerstrom. ROAR (Registration, Orientation, Activation, and Review) is required for all students before school begins. In

During the pivotal 10th grade year, our counselors provide additional counseling to students and parents so that everyone understands college eligibility and graduation requirements.

this invaluable program, all students meet one-on-one with a counselor to review their schedule for the upcoming year and discuss their progress toward completing summer assignments, if necessary. All seminar teachers are expected to go over the Student Handbook at the beginning of the year to introduce or remind students of our ESLR's and expected behavior. Students are given instruction on how to use their agendas to record daily assignments, homework and other reminders.

Because one of our goals as educators is to help our students understand the distinction between being college eligible and college competitive, during

registration in the spring, students are encouraged by counselors and teachers to take challenging course work including honors classes, Advanced Placement classes, and additional courses in math, science, and foreign language. Each spring, prior to registration, teachers review with their students their options for the next year, including the topics and standards required. English teachers distribute to all students, the summer reading assignments, while Advanced Placement (AP) presentations are given in May to provide information about the expectations of the classes so students can make informed choices when they register. Students electing to take an AP class must sign a contract agreeing to remain in the course for the entire year and take the AP exam in May. Most AP classes require that the students complete a summer assignment to help prepare students for the rigor of the courses.

Tenth grade is an especially pivotal year for many students so we provide additional counseling to students and parents so that everyone understands eligibility and graduation requirements. Students and parents meet with counselors in the spring to discuss progress toward completing the necessary coursework for graduating. Seminar teachers also support this effort by regularly encouraging their students, inquiring about grades (D's and F's in particular) and reminding them that, in order to be UC eligible, students must earn a grade of "C" or better in all their classes. If students hope to attend college, especially a UC, earning a "D" is unacceptable and we make certain that our students understand this very early on. Across campus, this message is reiterated so that students are hearing this from multiple teachers in multiple content areas.



Teachers collaborate within departments and course-alike groups to refine curriculum maps (aligned with the district's curriculum maps) and create and refine common assignments to ensure that students are receiving grade-level appropriate, rigorous instruction across campus. Collaboration between teachers aligns expectations within and across content areas and provides teachers with the opportunity to adjust instruction based on individual student performance. Teachers also use these Professional Learning Community (PLC) conversations as an opportunity to discuss best practices. Through this process, many teachers have expressed a desire to participate in more comprehensive vertical and horizontal teaming to better support students and is an area that we have identified as continuing to need growth.

Not only have we transitioned over the past several years from state standards to Common Core standards, but we have also transitioned from Data Director to Illuminate



to see comprehensive, long-term data on our students. Teachers use this information in a variety of ways in their classroom: to prepare for data-chats, to analyze the effectiveness of common assessments, to determine the EL or GATE status of students, even to help create seating arrangements in classrooms for long and short-term lessons. Teachers also use the results of benchmarks, pretests and post-tests, to gauge the degree to which students have mastered material. Though Illuminate

has the potential to provide teachers access to information that can individualize instruction, because it is a relatively new tool and because it is quite comprehensive, most teachers have expressed a desire for further training to make better use of its capabilities.

Students with special needs have two separate resource rooms where they can attend individual tutoring before and after school, and at lunch. Students also use these rooms for testing accommodations and conferences with case managers. When a class has a significant need for support, as determined by a large number of students (more than approximately six), a Student Support Paraprofessional (SSP) will assist the general education teacher several times a week by providing individual attention to these students within the classroom. Special education support is provided within the general education classroom based on services and accommodations identified in the student's IEP (Individualized Education Plan). Instruction for students with moderate to severe disabilities is provided in self-contained special education classrooms with higher functioning students mainstreamed into general education classrooms with the support of an SSP. Lastly, SSPs and special education teachers provide support and services outside the regular school day in the form of tutoring, parent contact, and attending all meetings.

To help guide instruction, many departments and individual teachers have continued to rely in part on the former state standards as they transition to Common Core. As expected by Common Core standards, teachers rely increasingly on a Big Idea and Essential Questions to anchor lessons and frame their units of study. Although this



practice has not yet been implemented schoolwide, we move increasingly toward the campus wide practice of posting a Big Idea and Essential Questions for every unit. Posters in all classrooms serve to reinforce ESLRs and Seegerstrom's Mission and Vision, which encourage students to see that specific learning experiences are directly related to schoolwide expectations and goals and these, in turn, are related to life outside the classroom.

Common instructional strategies include Cornell Notes to organize and summarize information, Thinking Maps for sequencing or chunking learning, Guided Language Acquisition Design (GLAD) strategies, and/or Specially Designed Academic Instruction (SDAIE) strategies designed to target EL achievement. Additionally, many teachers use GATE Thinking Prompts to engage students in higher order thinking while the AVID strategies are implemented campus wide. Differentiating instruction is a key element to individual student success and Seegerstrom teachers work diligently to enhance learning, intervene when necessary, and tailor teaching for our students (despite the large class sizes) by using a wide range of similar strategies. Differentiating instruction well is arguably one of the most important and difficult strategies in very large classes. Since our last visitation, various district initiatives have introduced a myriad of strategies, some of which are noted above. While these all play important roles in the classroom, a large number of faculty members have requested these trainings to return, especially as new staff (who have not attended the initial training) join our campus.

Teachers at Seegerstrom have been creating, using and analyzing common assessments within PLCs for at least the past five years. Teachers within PLCs in the past have generally met during pullout days to create assessments and plan when common assessments would be administered and then later analyzed. This allowed teachers to determine what concepts would require re-teaching to help students master the material or skills mandated by the state standards. Since teachers have not had pullout days during the past two years, the data chat and analysis is often done via e-mail or at lunch.

Evidence

- Course Syllabus and Parent Letters
- Teacher Lesson Plans
- Posted Big Ideas and Essential Questions
- Posted agendas, ESLRs, and Vision and Mission Statements
- Posted Cornell Notes Instructions
- Posted GATE Icons (Thinking Prompts)
- Common Core Units of Study
- PowerPoint Presentations at Back To School Night
- Course Pacing Guides
- AP PowerPoint Presentations
- Summer Reading and AP Assignments
- Motivational Assembly Presentations
- Counseling programs (for 10th grade, in particular)
- Interventions using homework cards
- Parent Orientation Meetings
- ROAR (Registration, Orientation, Activation and Review)



- Classroom grouping (by CELDT designation) or ability level
- Special Education Programs (individualized tutoring, resource rooms)
- Classroom Strategies (Socratic Seminars, graphic organizers, Cornell Notes, etc.)
- AP Course Offerings and Enrollment Rates
- Common Assessments and Data Chats
- Pretesting and Post-testing
- AP test scores, CAHSEE test scores, PSAT test scores

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Teachers at Segerstrom High School pride themselves on implementing a wide range of instructional strategies so that our students experience a compelling and rigorous academic day. Teachers use a range of resources and strategies on a regular basis in order to create a dynamic, student-centered classroom. As research shows the importance of collaboration, individual discovery, peer-to-peer communication, classrooms at Segerstrom reflect these instructional imperatives and changes. Although much of our collaboration time over the past three years has necessarily been on the training and implementation of the Common Core, prior to this teachers have been trained in a range of techniques to enhance students learning which include AVID strategies, GATE Thinking Prompts, Advanced Placement Summer Institutes, GLAD, Thinking Maps, and use of Document Based Question (DBQ) essays in the social science department.

Professional Learning Communities (PLCs) are the starting point for effective collaboration, planning, and teaching. In the past, teachers met regularly during a pullout or a common conference period to provide support and compare data with each other by sharing best practices, refining lessons and strategies, and sharing experiences (successes and failures) about individual students in our classrooms. Due to budgetary cuts, teachers are no longer provided with pullout days and due to master schedule conflicts, very few teachers have a common conference period in which to meet as a PLC. Currently the staff calendar allows for one PLC meeting the second Monday of every month after school from 3:00-4:00. In addition, some departments have used substitute coverage during the school day in order to create common assessments, while others meet before school, during lunch or after school to discuss, create and evaluate common assessments and lesson plans.

All students at Segerstrom High School have access to computers (Macs and PCs) on campus before school, during lunch, during seminar and after school every day. There are seven stationary labs (three of which are used as primary classrooms for photo and engineering classes), six mobile Chrome book labs, four MacBook mobile labs and one iPad lab. Buildings A and C have permanent labs, two of which have been completely overhauled during the current school year. AP English Language and Literature students read their novels on a Nook device; these are available for check out to AP English students and general student check out as well. During the 2014-15 school year, Segerstrom is implementing a student laptop checkout program. All students have an



SAUSD-created Google Drive account that allows them to create Microsoft Word-style documents and/or PowerPoint presentations, save that work without a flash drive, and collaborate with peers in real time over long distance. Databases available to all students on campus include EBSCO, Proquest SIRS Researcher and Britannica Encyclopedia.

Technology is used in some form in every classroom to deliver instruction. Most teachers use MacBook Pro computers, equipped with both Microsoft software (Word, Excel, PowerPoint) and Apple software (Pages, Keynote, etc.) together with an LCD

All students have an SAUSD-created Google Drive account that facilitates collaboration between students.

projector and document camera for classroom presentations and instruction. All classrooms also have televisions and there are a limited number of SMART Boards in use on campus. Vernier Software and Probeware are used in the science department to simulate real-world experiences. The math department uses graphing calculators and associated software in the more advanced classes. The photography students have sixteen DSLR cameras together with basic but professional lighting

equipment, and learn to use Adobe Creative Premium software (Illustrator, InDesign, and Photoshop). Students enrolled in yearbook and journalism also use Adobe InDesign layout software and DSLR cameras to produce creative, professional products.

Teachers on our campus use an ever-growing assortment of learning management systems to both deliver instruction and communicate with students about content. Edmodo, a social networking site for education, helps students and teachers communicate with each other as well as foster peer-to-peer collaboration. Google Classroom is a similar tool and, because it integrates seamlessly with other Google tools that teachers and students use, is growing in popularity. Those other tools include applications accessible via Google Chrome such as Google Drive, Glogster, Gooru, YouTube, EasyBib, Study Blue, Quizlet, Khan Academy, and Mind Meister to name a few. We have been experimenting with flipped classrooms in math, AP Art History, English, and science to differentiate for unique student learning paces and to foster independent learning practices. Aeries Parent/Student Portal allows students to check their own grades on a regular basis thus allowing them, with their parents, to be more aware of their role as "grade earner" rather than "grade receiver." Now that personal electronic devices (phones or tablets) are allowed on our campus, teachers use them more often for instructional purposes. Class discussions continue outside of the classroom using applications such as polleverywhere.com and todaymeet.com. These resources are used in some classrooms so students can, without disrupting other students, ask the teacher a question privately, electronically. Socrative is yet another application that allows students to use their own device (or a computer) to take a multiple-choice quiz or respond to short answer and essay questions online. Turnitin.com is also used in many departments to clarify for students what constitutes plagiarism and discourage it from happening on our campus. While there is an ever-changing list of applications that can enhance the educational experience of the student, teachers are keen to remember that technology is not necessarily an end in itself but is rather a means to an end which is learning as deeply and expansively as possible.



In order to reinforce skills across the curriculum and improve student achievement at all levels, common instructional strategies across campus was a mainstay at our school when it first opened nine years ago. The idea was that a student could go from math class to English class and, while the content was different, the instructional strategies were not. Practices like being seated and prepared when the bell rang, placing one's agenda on the desk and the backpack on the floor, taking Cornell Notes and using Thinking Maps, to name a few common practices, were the same across campus. The purpose for using common strategies in every classroom was to help students focus on content rather than on learning each teacher's unique expectations within a given class. Many departments



still use common instructional strategies. However, as the structure of leadership has changed over the years from a single department chair to an Instructional Leadership Team (ILT), the more diffuse nature of the leadership has created what could be called a more flexible set of instructional strategies across our campus. Having said that, nearly all teachers at Segerstrom, in keeping with the expectations of the Common Core, use Big Ideas and Essential Questions to

anchor units of study and these are posted in front of the class and discussed with students for each unit. Also, because they are truly excellent strategies, most teachers rely heavily on a range of AVID strategies including Cornell Notes and Socratic Seminars (structured discussions), to name only two. Moreover, what used to be unique to the GATE curriculum, namely the Depth and Complexity Thinking Prompts is, in fact, the basis of the Common Core Curriculum to ensure that that all students across campus are engaged in lessons that push them to think in ways that are both deep and complex. What differentiates our GATE or AP classes now, post-Common Core, is the degree to which the classes are both deep and complex. In other words, while all students are now exposed to the depth and complexity of a content area, Honors and AP students are expected to demonstrate the ability to transfer this learning (analysis, use of academic language, critical writing) with more intensity and commitment: longer, more detailed discussions, essays, research papers, and presentations.

Since the changes implemented by Common Core expect students to write in all content areas (and not just in English classes), Segerstrom's long standing practice of creating department-wide writing prompts that coincide with the district's quarterly writing focus (narrative, expository, persuasive and response to literature) are no longer common practice. Students would also see that all of our teachers value and model clear writing as a principle way of demonstrating critical thinking and empowering students to face their future in a world dominated by critical texts. On the other hand, the repetitive nature of the assignment would actually exhaust some students before the most critical task itself. Ultimately, although the details are different, what Segerstrom High School has been practicing since the school opened its doors, namely, insisting that students write across the curriculum, is now something that we do as part of the Common Core.



Seegerstrom High School has continued the longstanding and valuable practice of assigning a schoolwide writing prompt; this is in addition to our district-wide writing. In the schoolwide writing exercise, all students write to a single prompt (or two prompts, one for grades 9 and 10 and one for grades 11 and 12). After which, all teachers participate in holistically grading these after norming to anchor essays on a delayed start day. In this way it could be argued that Common Core has caught up to us insofar as we have long recognized the critical importance of writing as means of empowering our students. This is effective for two reasons: our students recognize and employ different styles of writing. Our students also see that all teachers across the entire campus work together to grade these essays demonstrating that we highly value writing as skill they will need in their future. We can, lastly, regard the high CAHSEE pass rate at our school as further evidence of the success of writing across the curriculum.

While teachers strive to create an experience in the classroom that balances consistency with novelty, each department necessarily relies on strategies that will best support its own content area. For example, students studying social studies, AP Art History and AP Human Geography examine primary sources and closely read texts grouped for document-based questions (DBQ's). In addition to texts, students in all content areas examine and learn to read a range of charts, graphs, and other non-discursive data-presentation formats in order to prepare them for their future beyond the classroom like those related to jobs, reading newspaper and magazine articles that help them become more globally aware and, equip them for voting on critical issues in their communities. One of the most effective strategies for showing evidence of transfer in instruction is the full use of Socratic discussions and/or structured debate followed by a writing or self-reflection assignment. Once a topic has been thoroughly researched in small groups or independently, many teachers across campus will host a structured discussion (often using sentence starters) to allow students the challenge of presenting and defending their ideas to peers. One of the key elements of the Socratic Seminar is the skill of listening carefully to classmates so that the student are actually engaging with each other rather than simply produce a series of unrelated comments. Lastly, the ultimate test of transfer or mastery of material is the students' ability to write effectively using what they have gained from the Socratic Seminar experience.

While vocabulary development is still an important skill, our more refined understanding, based on research, that vocabulary words (both academic language as well as content specific vocabulary) taught in context is an infinitely more effective strategy, is therefore practiced across content areas. Students are encouraged to use academic language when they discuss concepts in class, in every content area. Sentence stems (or sentence starters) are used to help scaffold this practice. English teachers use Word Dissection lists (essentially etymology practice) to boost vocabulary and help students prepare for college. Foreign language teachers are especially innovative at language development by encouraging students to express their creative and artistic abilities as much as possible through the process of creating brochures and other real-life visuals, analyzing different tenses used in popular songs and then, to solidify this learning, they test their students using the same kind of real-life, authentic strategies. The superlative AP Spanish Language scores at Seegerstrom are a testament to the effectiveness of the various vocabulary strategies used by our teachers.



Because of the absence of completed Common Core standards, the science department creates pretests and post-tests using the New York Regents Exam to ensure rigor as well as continuing to use the former state standards to help plan lessons. While MAP testing is quite new, the data from these computer-based assessments can also be used to help drive instruction and analyze teaching effectiveness.

Seegerstrom High School allows open access to all AP and honors classes to all students. All students, especially our AVID students, are welcomed and, in fact, encouraged by counselors to take AP classes. Counselors encourage students to challenge themselves and enroll in AP classes, even if that student is not GATE identified. Longitudinal research from the College Board suggests, especially for Latino males, that taking even one AP class is correlated with higher graduation rates as well as success in other classes. While open enrollment creates AP classes with an extremely mixed ability of students, it does not seem to hold those students back from achieving passing scores on the AP exams and getting into colleges of their choice.

Seegerstrom High School allows open access to all AP and honors classes to all students. All students are encouraged by counselors to take AP classes.

Intensive study sessions for AP students are held throughout the school year and especially in boot camps in the weeks just before the AP exams in May. AVID students also participate in weekly study groups during the AVID elective class that are facilitated by AVID teachers and college tutors. This student-centered model, a keystone of the AVID program, allows for students to collaborate as they discuss particular student-driven questions. Special education students are also encouraged to take AP classes, where appropriate. These students also receive additional support as stipulated in their IEP (Individualized Education Plan).

Approximately 20% of the students enrolled at Seegerstrom are GATE identified and enrolled in honors classes during the 9th and 10th grade and then AP classes for 11th and 12th grade. GATE teachers attend training at the district office in two levels, beginning and advanced, and these are done over two years to allow the teacher to implement and refine their use of the GATE Thinking Prompts before adding additional training. All teachers at Seegerstrom are encouraged to go to GATE and AP training and teach Honors and AP classes. As we began to transition to the Common Core, GATE teachers were the first to realize that Common Core strategies are, in fact, GATE strategies and the only real difference with Common Core is that now *all* students use GATE-style thinking prompts and analysis.

Seminar teachers provide on-going coaching and mentoring during the approximately twenty minutes a day they have with their students. Since these groups are together for four years, many students come to rely quite heavily on their seminar teacher for advice and support, using their seminar classroom as a kind of home base during their high school experience. In addition to fostering a sense of security and connectedness to peers, seminar teachers also share in the task of educating students about important schoolwide academic tests such as the CAHSEE exam, the PSAT (and the SAT) exam,



test prep opportunities, financial aide opportunities, college visits and/or preparation tasks, as well as other schoolwide activities. These activities are necessarily separated by grade level since the needs of the 9th grade student are quite different from those of upper classmen. Ninth grade seminars often have more structure with some teachers conducting sustained silent reading (SSR) 1-3 days per week, together with quiet study on the other days. Overt bonding activities work best with younger students fostering a

Seegerstrom's tutoring calendar is unique in that our students are instructed to see any teacher in a given content area for tutoring, not necessarily their own teacher. Teachers acknowledge this obligation for intervention as part of our responsibility to the students we teach.

more secure, accepting environment, reducing the likelihood of bullying on campus and freeing students to focus on their school work and worry less about peer pressure. Tenth graders have the daunting task of passing the CAHSEE exam, and much of their seminar time in tenth grade is devoted to preparation for this graduation requirement. Eleventh graders take the PSAT and SAT, together with the Armed Services Vocational Aptitude Battery (ASVAB) exam. Because we do not currently have a reliable measure of college readiness for juniors, the goal is for all 11th grade students to take the ACT exam in the spring of 2015. Seniors have college applications and senior exit projects to prepare, which takes much of their time in seminar. Seminar teachers help disseminate a wide range of information to students on schoolwide programs, safety information, earthquake preparedness and

search and rescue drills, community service opportunities, spirit days, writing tasks, and the like. Since the school's inception, seminar has been repeatedly redefined – a source of frustration for many but most recognize this revision process as an opportunity for innovation. The great strength of seminar is that it is an anchor or home base for our students and a consistent vehicle through which information is disseminated across campus. On the other hand, the weakness of seminar is that there is a lack of long-term consistency campus wide.

The counselors at Seegerstrom are integral to student success insofar as they are like academic and planning coaches, meeting with students and supporting them to better understand expectations and how to succeed. Our counseling department is, in some ways the heart of our campus because of the close integration they have with planning and curriculum. Most recently, we have paired with California College Guidance Initiative (CCGI) in order to prepare our students, starting as early as middle school, to plan for and prepare for college.

Individual students struggling with content or earning D's and F's are strongly urged (and eventually required) by their teachers to attend tutoring. Tutoring on our campus is available in *every* subject area before school, after school and during both lunches. Most teachers will make a note for parents to see in Aeries Parent Portal that a student "should attend tutoring" when an assignment or task is not mastered; this is often the first step toward intervention and is many times enough to grab the attention of the student and parent to remedy a problem. It is important to note that Seegerstrom's tutoring calendar,



created during the first few weeks of each semester by the Higher Education Coordinator and posted campus wide, is unique in that our students are instructed to see *any* teacher in a given content area for tutoring, not necessarily their own teacher, since the teachers at Segerstrom acknowledge this obligation for intervention as part of our responsibility to the students we teach. Teachers on campus make themselves available to any student in need because we are committed to academic excellence. This is a principle on which Segerstrom was founded and many teachers, original and new, fully embrace this obligation.

We have experimented with various structured intervention programs over the past five years. The original Guided Study was mandatory and carefully tracked for every student earning a D or an F in any class. These students were required to attend tutoring that was held immediately after school in specific content areas in a classroom setting similar to setting in which the student had already proved he or she would not thrive. Guided Study used a one-size-fits-all, group instruction model to help students achieve academically. Unfortunately, the original Guided Study was not successful as measured by improved grades.

Last year, we piloted an Academic Clinic through the math department only. These clinics were entirely optional for students since the expectation was that all students, and particularly high performing students, recognizing the need to improve grades would naturally seek out free tutoring. Clinics were held during the late afternoon for the convenience of athletes and students with extra-curricular obligations (ASB, club members, etc.) who could not attend tutoring immediately after school. While there were some students who took advantage of this, the clinic's idea has reverted into a much more structured plan, one that resembles the former Guided Study program.

Our current intervention model is under construction and intends to take the very best from the earlier Guided Study plan (tracking carefully and communicating with individual students who are not achieving) with strategies that foster learning. The best intervention is that which targets individual students rather than a one-size-fits-all model. Effective parent or family involvement is also a key element to successful intervention because it addresses some of the non-academic reasons why students fail. Segerstrom's card system (yellow for homework and green for tardies) is also an intervention strategy. Like many policies at this school that are in flux, our card system policy has also undergone extensive revision over the past two years. The homework cards currently function in the following way. Students who do not complete their homework are given a homework card at the discretion of the classroom teacher. The card evidences the teacher's attempt to discern the reasons why a student is not performing at the level expected or achieved by his or her peers. The teacher and student mutually agree upon next steps for the assignment. Usually, that step is for the student to submit the work the following day with a consequence such as a lower grade or points deducted. If a student misses a second homework deadline the teacher then contacts a parent to inform him or her of the situation and to discuss possible solutions for helping the student succeed. These solutions would include tutoring and also may include modifying the assignment by scaffolding it more carefully than was done during group instruction, as well as submitting the overdue work with a consequence to the grade. If the student continues to miss assignments after these numerous teacher interventions,



then the teacher will ask the counselor to set up a Student Support Team (SST) meeting at which the principal or other administrators and/or counselors will be present. Determining the reasons why a student is not completing homework (overwhelm, confusion, apathy or defiance), guides the choice of intervention. Detention and Saturday school are also consequence for some students, however these are not the first choice consequence at Seegerstrom.



The capstone activity for seniors graduating from Seegerstrom High School is the Senior Project. As with so many other things at this site, this project has undergone a revision again this year so that students will be required to include 10 hours of shadowing or mentoring in a career they have researched and feel strongly might suit them as a profession. Students are then interviewed by a panel of professionals from the community (and teachers, usually) to provide them with an opportunity to reflect on their experience over the past four years as well as prepare them for their first professional interview outside of the protected high school setting.

Seegerstrom also has several Regional Occupational Program (ROP) classes on campus, including Medical Core that meets after school. Because of the high demand for beginning photography that began three years ago, we have developed a unique relationship with ROP in that we offer the class to students during the regular school day using our facilities but using equipment (cameras and computers) purchased or provided by ROP. The most recent addition to our campus is the introduction to engineering program. Based on a partnership between the high school and ROP, the engineering program was immediately popular with freshmen students and will grow into a Principles of Engineering class in the fall 2015.

An extension of instructional opportunities for students has been the introduction of Think Together. This program uses college students and high school students as tutors and to administer a wide range of after school activities, including SAT tutoring, homework help in the library, classes in poetry slam, or Zumba dancing and exercise classes.

Evidence

- Professional Development (Units of Study, Close Reading of Texts, and other Common Core related materials), GATE Training, BTSA, Technology Training (Illuminate, Aeries, ParentLink, Googledocs, Googleforms, etc.), Summer AVID Training
- AVID Site Teams
- PLC Meeting Agendas, Notes from Data Chats
- Data from MAP Testing
- Common Benchmarks and Rubrics in Social Science
- Best Practices and Changes to Programs from Staff Meetings
- Common Assessments
- Cornell Notes



- Schoolwide Writing Program
- GATE Thinking Prompts and Lesson Plans
- Teacher Lesson Plans
- Scaffolding and Task Inventory (developed as part of the Common Core Unit of Study for 11th Grade English)
- Teacher Observations
- Schoolwide Tutoring Schedule
- Intervention Card System
- Technology Resources (document cameras, LCD projectors, Smart Boards, computers, graphing calculators, *Vernier Software* and *Proeware*, GoogleDocs, Turnitin.com, Polleverywhere.com, Back Channels, Quizlet, etc.)
- CCGI (California College Guidance Initiative) Website for Students
- List of Clubs and Advisors
- Office and Teacher Aide Requirements
- Apprenticeship Programs like ROP
- Community Service Requirements, Opportunities, Logs
- AVID Course Syllabus
- Senior Exit Portfolio Requirements and Samples
- Higher Education Center Materials
- List of Elective Course Offerings

Areas of Strength

1. We offer true open access to all students in AP courses.
2. Schoolwide implementation of common instructional strategies, such as Cornell Notes, Socratic Seminars and other AVID strategies, is increasing.
3. A revision of student personal devices policy has increased technology use for instructional purposes within the classroom.
4. Classroom technology has been recently updated and we are in the process of replacing almost all student computers on campus.
5. Our expanding AVID program and Think Together benefit our students by providing additional tutoring and support.
6. There is a wide range of tutoring options available for students.
7. The Senior Exit Portfolio, now called Senior Exit Project, is a source of pride for the school, and its revision during the 2014-15 school year to focus on career readiness is promising.
8. Segerstrom is increasing the use and knowledge of online learning resources as an alternative to traditional classroom instruction.



Areas for Growth

1. There is a need to continue improving the achievement of our subgroups, including English learners.
2. We recognize the need to increase parent participation to improve student learning outcomes.
3. More comprehensive vertical and horizontal collaboration is needed to better support students, especially AP students, English learners, and special education students.
4. Teachers need continued training on Illuminate to make better use of its capabilities
5. We need to review best instructional strategies to sustain their success.
6. Increase teacher use of Web 2.0 tools (such as Google drive) is essential.
7. Teachers have expressed the need for increased PLC collaboration time within the school day (bell schedule revision).
8. There is need for increased consistency in seminar activities and expectations.



Focus Group D

Standards-Based Student Learning: Assessment

Focus Chairs

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Vivien Phan
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Parent

Miguel Robles

Students

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Katie Wong



CATEGORY D: STANDARDS-BASED LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

The Santa Ana Unified School District (SAUSD) Research and Evaluation Department provides disaggregated assessment reports for all district benchmarks and state tests to teachers and administrators via Illuminate. Schoolwide results for these assessments are shared and discussed at staff meetings and within Professional Learning Communities (PLCs); teachers can independently access and examine in more detail the data for their own students. Some test results are mailed directly to students and parents, as discussed below; other assessment results are made available to parents through the Aeries Parent Portal, parent conferences, and Special Education parent communication. Schoolwide data is also shared with members of the Parent Teacher Student Organization (PTSO), English Learner Advisory Committee (ELAC), and School Site Council (SSC).

In previous years, the most commonly analyzed assessment data was for the California Standards Test (CST); however, as the district shifts toward Smarter Balanced Assessment Consortium (SBAC) testing, not all students have been required to take the CST and data analysis for this assessment has received less emphasis. As the district moves toward this new form of assessment, the regularly administered district benchmarks are also undergoing a revision process, which has led to some confusion over expectations and intended focus; however, most teachers agree there is a need for common assessments to measure growth toward SBAC proficiency, and this is the best tool currently at the site's disposal. In the past, students have taken multiple-choice benchmarks in English, math, history, and science, as well as a district writing assessment. This year district benchmarks included both multiple choice and extended response sections for science and history. All results are disaggregated and shared with teachers and administrators on Illuminate. Last year, the district added an extended written response to these multiple-choice assessments, which will continue to be administered this year, with the results made available on Illuminate. This year, the district has begun administering the Measure of Academic Progress (MAP), a computer-adaptive exam, to all 9th and 10th grade students in English and math as well as any 11th and 12th grade students who have not passed the CAHSEE. The data for this assessment will be available to teachers through the online MAP Administration Center, and the exam will be administered again in the winter and spring. This assessment will replace the multiple-choice portion of the English and math district benchmarks for all students; however, all students will continue to take the extended response assessments in English, Algebra I and II and Geometry. It remains to be seen how the district will measure growth in the upper grades since MAP is not currently designed to target 11th and 12th grade progress. While all of the data from these assessments is disaggregated and published by either the district or the MAP Administration Center, the assessment process is in a state of flux, which means teachers are still learning the best way to understand and utilize this data.

To support and measure growth toward progress on the district writing assessment (as well as the essay portion of the CAHSEE and college-placement exams), the school has implemented a schoolwide writing program. When the schoolwide writing program began, it focused on the four modes in the California state standards – narrative, persuasive,



expository, and response to literature. With the shift to Common Core, our program has similarly shifted to focus on the Common Core writing categories of narrative, argumentative, and informative/explanatory. The idea behind the program is that students are assigned to write in three modes of writing in all of their classes before they are given a schoolwide writing prompt to address. The entire staff scores these essays, and English

The 10th grade English teachers provide progress reports for parents and students after administering two practice CAHSEE tests; students are asked to get these progress reports signed by another staff member to share progress on this assessment.

teachers record the scores. Currently, these scores are entered into students' grades on Aeries; however, there is a need to input this data into Illuminate for better analysis of student growth throughout the year (which is difficult to measure since each prompt is a different writing style) and within cohorts (comparing a student's 9th grade argumentative essay to the same student's 10th grade argumentative essay and so on). This is a program the school takes pride in, particularly after winning a Golden Bell Award for it, but there have been significant changes in staff in recent years, and there is a need for re-training in the modes of writing and scoring as well as better schoolwide dissemination and analysis of results.

The results of the California High School Exit Exam are readily available to the public through the Department of Education's website as well as local newspapers; individual student data is made available through the

district Research and Evaluation department to administrators, counselors, teachers, parents, and students. All students receive an individual, detailed score report either through the mail or through the school. Additionally, the district administers a mock CAHSEE to all 9th grade students, and the results of this test are distributed with a parent letter and tutoring schedule during 10th grade CAHSEE preparations. The results of this assessment are used to place students into intervention programs in their 10th grade year, and the 10th grade English teachers use the data to create individual practice plans for each student based on areas of strength and weakness. Tenth grade CAHSEE data is used to do the same thing for 11th and 12th grade students who have not yet passed the test; however, these students comprise less than 10% of their class. The 10th grade English teachers also provide progress reports for parents and students after two additional practice tests administered in English classes; students are asked to get these progress reports signed by another staff member to share progress on this assessment with the rest of the staff. While there is always room to grow in improving test scores, particularly the number of students performing Proficient instead of merely passing, this assessment and analysis process continues to be one of the school's strengths, contributing to the school's high first-time pass rate.

Segerstrom High School also administers the California English Language Development Test (CELDT). The results of this test are shared with students, their parents, the district, and faculty members, and the results are used to help provide our English Learners (EL) with additional support. While this information is available to teachers and teachers have been trained in using EL strategies, this is not data that is discussed extensively or data with which most teachers are overly familiar. Juniors take part in the Early Assessment Program (EAP) offered by the California State University system. In addition to a separate written assessment, these students have historically taken an extra set of questions on the



CST to measure college readiness; however, this year those questions will be embedded in the SBAC instead of CST. These results are made available online to students, parents, and staff, and they show the degree to which students are prepared for college-level English and math courses. Teachers most familiar with this data are the 12th grade Expository Reading and Writing Course (ERWC) teachers; however, overall trends are shared with the



entire staff. In the past few years, the school has not had the funding to offer the PSAT or ACT to all students; however, this year, the PSAT will be administered to all 10th and 11th grade students. Score reports from the College Board will be made available to teachers, parents, and the school. The school also has a partnership this year with the Think Together after-school program, which will offer ACT and SAT tutoring, making any pre-test results available to students, parents, and teachers. This is a new program, however, so the frequency of these reports and their usefulness to students and

classroom teachers is yet to be explored, and the program is only contracted to be on site through this year. Finally, all students enrolled in an AP course are required to take the exam; however, due to the number of students who qualify for the Free and Reduced Lunch program, no student has to pay for these exams. AP exam scores are released online to students, parents, AP teachers, counselors, and administrators in July, and while some of this data is presented to the staff during meetings at the beginning of the school year, analysis is primarily done by the individual AP teachers or by the PLC when more than one teacher is assigned to the course. While the data for the specialized tests discussed in this section is available and utilized by some individuals, there is room for growth in terms of making all staff members familiar with this data and its implications for daily instruction.

Teachers in PLCs, or common course-alike teams, administer common assessments throughout the school year. The results are then analyzed and discussed within PLCs. While individual teachers can share and disaggregate this data in a variety of ways, including the use of Scantron machines, Illuminate, and Aeries, there is a push within the last couple of years to use Illuminate, making data analysis more consistent across campus. Common assessments and data analysis within PLCs have been conducted to varying degrees over the last few years, and staff members hope to continue and improve this practice. Although PLCs are still at different levels of implementing and analyzing common assessments, these groups address a need for consistent and formal data analysis schoolwide. There is also a need during the transition period between the CST and SBAC assessments for more common pre- and post-assessments aligned with the new Common Core standards that measure student growth instead of merely measuring proficiency at the end of individual units. This process has begun – the history department in particular has already developed and begun to administer common growth assessments – but is still a work in progress. Some PLC discussions have also included an in-depth grade analysis; however, this has not been formal or required for several years and has just been reintroduced as formal topic of discussion in PLCs. The Physical Education department disseminates student performance data on FitnessGram, the state-mandated 9th grade physical fitness test. The department requires this testing of all students, regardless of



grade level, so it is also administered to students in grades 10-12 enrolled in a Physical Education course, which allows students who take multiple Physical Education classes to see progress from year to year. The results of this assessment are available to the public on the Department of Education website, and the results are disaggregated so that interested parties can see overall scores or compare scores between boys and girls or between Segerstrom and other schools in the district or state. These results are also sent home to parents, and the department requires students to track and analyze their fitness data for the whole year, so FitnessGram results are not only used to plan instruction but also to help students set personal fitness goals.

Within the Performing Arts department, assessments are performance-based, as the different groups perform multiple concerts for parents, staff, and the community throughout the year. These groups include all levels of choir, including two introductory choirs (men's and women's), two intermediate choirs (Concert Choir and Women's Concert Choir), and the advanced choir (Chamber Singers); orchestra; band; dance; cheer; and drama. These performances are designed to demonstrate a progression of skills over the course of the year so all stakeholders can see student growth. Band, orchestra, choir, cheer, and dance also attend multiple competitions throughout the year, so students and teachers are able to measure growth over time based on scores from judging panels.

In order to monitor the status of scholar-athletes, coaches request grade checks for their scholar-athletes on a regular basis. The AVID program also requires six-week grade checks to be reviewed by both AVID teachers and parents.

Seegerstrom uses various forms of communication to report grades and classroom test scores to parents. The school district purchased Aeries, an Internet-based grade-reporting program that gives parents, students, teachers, counselors, and administrators access to grades in each class (overall and by individual assignment). Additionally, complete grade reports are mailed home to all students every six weeks so parents can monitor their children's performance. Parents and students have access to teacher websites, where many teachers publish grading policies, tutoring hours, and student assignments. Teachers have used a variety of computerized auto-dial systems over the last few years to alert parents to upcoming assignments and behavioral issues; the most recent of these systems is ParentLink, which is just being introduced and the technology committee is providing training on a voluntary basis.

The fundamental card system assists all stakeholders in keeping track of homework assignments and student progress. Each time an assignment is missed, the student signs a homework card, which allows the teacher to alert parents and counselors to a potential problem. Consequences due to missing assignments follow a progression starting with a warning, and moving on to teacher contact with the parent and eventually counselors and administrators. This year, administrators and a team of teachers have revised the card system to allow more discretion on the part of the individual teacher in determining consequences, which can now include interventions such as tutoring, opportunities to turn in missed assignments, and counseling as opposed to a punishment. The revised system also includes an emphasis on making direct parent contact, not including voicemails or automated phone calls. The success of these revisions remains to be seen, particularly if the



cards are not used consistently schoolwide. Special programs on campus also monitor student grade progress. In order to monitor the status of scholar-athletes, coaches request grade checks for their scholar-athletes on a regular basis. The AVID program requires six-week grade checks to be reviewed by both AVID teachers and parents. Parents of students at risk of failing are also encouraged to use a weekly grade check form, a process initiated by counselors, to more closely monitor their students' individual progress.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Teachers use a variety of strategies, formal and informal, formative and summative, to assess student learning. As the school works to align curriculum with the new Common Core standards, the focus is shifting from objective assessments to authentic assessments targeting the development of literacy skills. Teachers from the English, math, social science, and science departments have attended district trainings to facilitate this transition, and they are taking a leading role in their departments as teachers collaborate to develop formative assessments that demand reading, critical thinking, and writing from their students rather than memorization and recall. With the support of the district, these department representatives have written model units that contain exemplars of assessments aligned to Common Core standards, which are then presented by individual classroom teachers throughout the district. After implementing the lesson, all teachers have the opportunity to provide feedback on the units. Then these model lessons are revised at the district level and presented again in classrooms throughout the district the following year. Although still in the experimental stages, this process is giving teachers talking points and awareness of the changes that are expected to occur in teaching and student assessment with the adoption of the Common Core standards.

The English, math, history, and science departments are required to administer district benchmarks. In the past, these benchmarks have been multiple-choice assessments; last year, an extended response portion was added to align the assessment more closely with SBAC. This year, the multiple-choice portion of the assessment for English and math has been replaced by Measure of Academic Progress (MAP) testing in grades 9 and 10, and there is not currently a schoolwide objective assessment for grades 11 and 12. Both objective and subjective components currently remain for history and science. Teachers have only recently been trained on reading MAP results and students have only taken the pre-test, so the effectiveness of this assessment to measure student growth remains to be seen, and teachers are working with the district to determine an appropriate and comparable assessment for grades 11 and 12. Within all four departments, there is some concern about the reliability of these tests in accurately measuring student mastery, so most teachers tend to rely more heavily on site-created assessments to plan and adjust instruction. In addition to these assessments, the district also requires the administration of a writing assessment, which is modeled after CAHSEE prompts for 9th and 10th graders and after college-placement prompts for 11th and 12th graders. This assessment tends to be the most reliable of the district-administered assessments. The district writing assessment is reinforced by the schoolwide writing program. The school administers two to three schoolwide writing assessments during the year, using the same prompt for all students, which are scored by the entire staff. In the past, teachers were expected to assign essays in the same mode as the planned assessment within their courses to prepare



students; however, in recent years this is no longer a schoolwide process. There is a desire to retrain teachers in the writing modes to better support this program since it continues to be a program the staff takes pride in and that has been recognized by both the Golden Bell award and the adoption of similar programs in other schools in the district.

For formal assessments, most course-alike teams work together to create common assessments at the end of each unit and the end of the semester. This process has been in place for years and is very successful and cohesive in many PLCs; there are some course-alike teams that are still working to create more of these assessments. This year, some teams are beginning to regularly include review questions to assess student progress throughout the year. These assessments tend to involve a combination of multiple-choice and free-response questions, including full essays and short responses in English and social science classes, lab reports in science classes, and demonstrating work in math classes. Free-response questions are scored using rubrics; multiple-choice components are scored using a data analysis program like ExamView Pro, Illuminate, or Scantrons so that teachers can disaggregate data and analyze responses to individual questions for the purposes of planning instruction. There is some desire schoolwide to move toward a common system of scoring and analyzing this data; additionally, not all teachers are equally trained with Illuminate, which means valuable data is often left uncovered. To address this need, Segerstrom's technology committee offers individual training sessions twice a month, where teachers are invited to go to the library with specific concerns and receive help from expert colleagues. Site-created assessments come from a variety of sources; some teachers write their own questions, others use test banks from the textbook publisher, and others use released questions from sources such as CAHSEE, SAT subject tests, and AP exams. Within the Visual and Performing Arts department, there is less use of common assessments due to the varied nature of the different art forms; however, representatives from the site are working with the district and the Orange County Department of Education to develop common curriculum maps and course assessments that align with the Common Core standards.

In order to align with the new Common Core standards, many teachers are moving from traditional objective assessments toward more authentic assessments.

In order to align with the new Common Core standards, many teachers are moving from traditional objective assessments toward more authentic assessments. In English, history, and foreign language courses, this often takes the form of essays and oral presentations or debates. In courses like history and math, teachers assign "real-world application" projects, and in science, these authentic assessments involve labs, where students conduct the lab and write up a formal report. Within the Visual and Performing Arts department, most assessments take the form of authentic performance assessments, whether the creation of art pieces, choral or instrumental concerts, or performance of monologues or full plays in drama.

Teachers regularly use a variety of informal assessment strategies to measure student progress and adjust instruction. Many teachers use student participation in class discussions or responses to oral questioning to measure progress toward standards. Teachers also use practice assignments, whether a set of problems in math or grammar



and vocabulary practice in humanities classes, and short writing assignments. In preparation for tests, teachers often use review games like Jeopardy or Bingo to review key concepts. Students work often in pairs or groups, particularly with the transition toward the new Common Core standards, which emphasize collaboration and academic conversations. Science teachers use some labs as informal, rather than formal, assessments and also use web-based projects and Process Oriented Guided Inquiry Learning (POGIL), where students work through a scaffolded, open-ended process that allows them to discover a concept rather than simply reading about it. Foreign Language

courses integrate oral reading and summaries to measure students' language fluency.



Seniors are expected to complete a Senior Project, assigned and scored within the English and Government/Economics classes. In the past this project has been an opportunity for students to reflect on their high school experiences, share academic highs and lows, community service experiences, and participation in extracurricular activities; however, it has

been revised this year to have a career focus. Students will research a career in which they are interested and complete a ten-hour unpaid job shadowing experience before making a presentation to a panel of teachers and community members. The history and English departments have come together to design the project and set the rubrics for student performance. The Senior Project has always been a highlight of students' high school careers and praised by the community members who join interview panels. The idea of dressing professionally and making a presentation to a team of adult interviewers is a strong example of authentic assessment, and students always rise to the challenge. In the past, the project has primarily fallen on the shoulders of the English department, but students spent the bulk of the second semester of their senior year preparing the project, which left little time for other important curricular concerns. The addition of the history department this year is a great step forward. Additionally, the switch of the project from a reflective piece to a more forward-thinking piece appears to be a great way to work toward college and career preparation. Although this project has presented challenges and more than its share of frustration, it is a project the faculty would like to continue revising and improving.

All physical education students take the FitnessGram pre-test, a comprehensive fitness assessment, at the beginning of each year they participate in physical education classes, whether the course is required or an elective. While the test is required by the state in students' 9th grade year, the site administers it to any student enrolled in physical education, which allows all students and teachers to measure growth within the year and allows the department to track growth between years. Once the pre-test has been administered, teachers assess students each week to measure growth, and students are rewarded for improvement rather than proficiency. The department has seen great strides in fitness testing, with 70% of students passing five out of six tests, and Seegerstrom students testing higher than all other high schools in our district for the past nine years.



Students evaluate their own progress twice a year by completing a spreadsheet and graphing project to chart their own running times. It is a great indicator for them and for their teachers of how they are progressing in the area of aerobic capacity. In addition to overall fitness testing, students complete skills-based assessments every four to six weeks for the sport they have been learning during that grading period. These skills are assessed informally through participation in daily class activities and formally at the end of the unit. Other assessments included are structured teacher observation; peer observation; quizzes and tests; homework and classwork; writing assignments; video feedback; task cards, instructional tools that combine a picture of a skill with written instructions about how to perform the skill; and the use of rubrics during performance-based assessments.

While all students in the mild/moderate special education program are placed in general education classrooms and take the same assessments as their peers, there are several additional assessments unique to the special education department. Assessments prior to triennial IEPs may include an assessment for functional skills called Vineland Adaptive Scales, and the Woodcock-Johnson assessment, which is administered and scored by the school psychologist. The results of these tests are shared with parents at the IEP review meeting. Depending on students' individual accommodations, they may take the Alternate Language Proficiency Instrument (ALPI) instead of CELDT. Additionally, some students in grades nine through eleven take the California Alternate Performance Assessment (CAPA) instead of the CAHSEE or CST (now SBAC), as appropriate based on their individual accommodations. All students with an IEP need to have an Individual Transition Plan (ITP) by the age of 16, which focuses on post-secondary goals and drives that student's instruction. Case carriers complete a survey or questionnaire with the students to help guide the writing of the goals. Seniors interested in working are placed in the Transition Partnership Program (TPP) class sponsored by the Department of Rehabilitation (DOR). This class helps students reach many of their ITP goals by looking at colleges and/or careers and connecting students with the DOR. Students in the moderate/severe special education population are placed in a separate classroom and do not take the same assessments as their general education peers. Teachers in these courses tend to rely more on teacher-made assessments to measure the functional skills that are important for these students' future success and may use parent observation to help measure student progress and language proficiency in their native language. On a daily and informal basis, teachers evaluate these students by observation and performance on class assignments, and through oral questioning for receptive and expressive responses.

As a staff, teachers look at results from state and national assessments including the CAHSEE, SAT, ACT, PSAT, EAP, CELDT, and AP exams. In some years, students have taken other exams such as ACT Explore and ASVAB; however, these exams are not administered consistently and depend upon available funding. Many of these assessments receive little specific attention in terms of affecting day-to-day instruction of students, which is an area for growth. Teachers are beginning to consider ways in which student

Segerstrom teachers are beginning to consider ways in which student progress on such college-preparatory assessments as ACT, SAT, AP exams, and EAP can receive the same focus and attention as the CAHSEE.



progress on such college-preparatory assessments as ACT, SAT, AP exams, and EAP can receive the same focus and attention as the CAHSEE (see below); however, these discussions are only in the beginning stages and no specific action plans have been developed or implemented. Because CELDT exams are administered every year, the CELDT coordinator and administrators are able to see individual student progress toward redesignation; however, little individual attention is given to these specific students. EL strategies are often included in lesson plans; however, this is generally done as a modification for all students rather than specific students. AP teachers measure progress and adjust instruction based on student performance on mock AP exams. Most AP teachers use released questions from the College Board as regular formative assessments, and instruction is modified based on student progress toward success on these practice exams. Other assignments are also used to assess student progress in these courses, both formally and informally.

The entire staff examines assessment data at several points during the year to discuss overall student progress and set staff goals. Common course-alike groups regularly meet to analyze data and use that information to modify and guide instruction; however, the form that this analysis and discussion takes varies from group to group. The clearest use of assessment data to guide instruction is in the school's CAHSEE program. Students take a practice CAHSEE in March of their freshman year, which is used as a diagnostic. The next year during tenth grade, students are assigned to after-school tutoring, Saturday tutoring, and a one-day boot camp if they do not pass this exam. Tenth grade English teachers guide students through a focused analysis of their scores and differentiate tutoring and homework assignments to help students improve in their weakest areas. Sophomores take two additional practice tests for the English section of the test in January and February and receive progress reports as they finish their preparations for the CAHSEE in March.

Students' grades and test scores are available to all teachers, counselors, and administrators through Aeries and Illuminate. Teachers can use that information to counsel students and allow for re-takes of tests, based on department criteria. Counselors use this information to assign students to tutoring as needed and schedule Student Study Team (SST) meetings with parents, teachers, the student, and a counselor when more serious intervention is needed. This data is also used to recommend students to enrichment programs, such as AVID, GATE, and Think Together.

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The school uses a wide variety of assessments, detailed in D1 and D2, to measure student progress toward achievement of the academic standards and expected schoolwide learning results. As the academic standards have shifted toward Common Core, district benchmarks and site-created assessments are being revised and realigned to better measure growth toward these standards. The district supports this process including teachers in the creation and review of each benchmark prior to its administration. State and national assessments such as CAHSEE, SAT, ACT, AP, CELDT, and others are not directly aligned to these new standards, but they are still used at the district and site level



to measure students' progress toward mastery of content and college and career readiness. Results of some exams are shared through Aeries and Illuminate so district personnel, site teachers, administrators, counselors, parents, and students can monitor student progress toward learning objectives; others are made available to all stakeholders by the College Board or testing agency.

In order to support the shift toward assessing the Common Core standards, the district provides meetings for parents and training for staff. All teachers throughout the district have been trained on the basics of Common Core, implementation of Common Core units, collaborative conversations, and academic vocabulary. Teachers who have been part of curriculum writing teams have attended multiple trainings on strategies and assessments. Within the history department, teachers have been trained at the district level on how to develop and instruct students in the writing of Document-Based Questions, modeled after those included in AP history exams. The district is working to create digital libraries of resources through sites like Gooru that teachers throughout the district can use. Special programs such as GATE, AVID, and AP also receive oversight and support from the district and, in the case of AP, the College Board.

As mentioned previously, the school's CAHSEE program is an area of strength in terms of closely monitoring student progress toward reaching academic standards and expected schoolwide learning results, and Segerstrom continues to have the highest first-time pass rates of the comprehensive high schools in the district. The district issues a pre-test in the 9th-grade, and 10th-grade English teachers administer two practice tests prior to the exam in March. The results of these tests are used to place students in mandatory tutoring programs after school and on Saturdays as well as a full-day boot camp the week before the exam. Because the school prides itself on preparing students for college, there is a growing desire on site to implement similar programs to prepare students for AP exams and college-entrance exams such as ACT, EAP, SAT, and college-placement exams. While individual teachers offer AP tutoring and support throughout the year, and programs such as Think Together offer ACT and SAT tutoring, the staff is working toward adopting a more systematic approach mirroring that used to prepare students for the CAHSEE and incorporating a recognition component.

The use of the schoolwide card system and the introduction of PBIS strategies to the site are additional ways in which the school monitors student progress toward academic standards and expected student learning results. The use of the card system to monitor missed assignments has been revised to be less punitive, emphasizing tutoring instead of detention and requiring more parent contact at the early stages of the process. The school's Central Detention and Saturday School programs are similarly being reworked to have more of a tutoring and instruction focus rather than simply punitive. These revisions are still in process and there is some inconsistency in the implementation of the new system.

The counseling department and Higher Education Center play a large role in monitoring student progress. The counseling staff has a four-year plan for meeting with students and parents to monitor students' progress toward meeting graduation requirements. Students meet one-on-one with counselors to register for classes. In students' freshman year, counselors also meet with students in class settings, small groups, and individually; sophomore year meetings are more detailed and include parents. In the sophomore year meeting, they review a checklist of items that includes credits earned, grades, CAHSEE



scores, and behavior, to determine what interventions, if any, are needed to ensure that students make adequate progress toward their chosen goals. Counselors regularly meet with students who have multiple Ds and Fs, targeting those students in 11th and 12th grade who are at risk of not graduating and holding SST meetings with parents, teachers, and students in all grades who need intervention and support. Counselors assign students to credit recovery programs such as Bridge, which is offered through the Graduate Success Program at Santa Ana College and offers classes on campus during zero period and after school, and APEX, an online credit recovery program designed to allow students

In addition to coordinating late nights for college application and financial aid assistance, our full-time higher education coordinator works diligently to make students aware of scholarships and grants that are available.

deficient in ten credits or more to work independently to make up credits toward graduation. The district provides the funding for APEX, and the class is conducted in a school computer lab and monitored by a classroom teacher during the first two periods of the school day. As a last resort, students who are severely credit-deficient are sent to alternative education at Lorin Griset Academy or Cesar Chavez High School. This year, counselors met with all 9th, 10th, and 11th graders to use California Colleges (www.californiacolleges.edu) to create students' Four Year Plans, which identifies the appropriate road map toward students' college goals and the courses students still need to take in order to meet

those goals. In students' senior year, they are divided into three groups (community college eligible, CSU eligible, and UC and private school eligible) and given information on college applications. Different programs on campus also monitor students' grades and progress, such as AVID, athletics, ASB, and the special education department. In addition to academic progress, special education teachers also measure student progress toward achieving IEP goals, which involves the school psychologist and speech/language specialist as appropriate. Some seminar teachers monitor students' grades through the use of Aeries, but this is not consistent schoolwide.

The Higher Education Center (HEC) is an invaluable resource for students. Students who are trying to print assignments, complete college applications, or write personal statements all end up in the HEC. The HEC also offers Late Nights during October, November, and December to support students as they complete their college applications and personal statements, and additional Late Nights are offered in the spring to help students complete the Free Application for Federal Student Aid (FAFSA). A full-time counselor runs the facility and works diligently to support students and make certain they are aware of scholarships and grants available to them. This service is financed by the site and targets those students whose test scores and academic performance indicate future success at a four-year university. The HEC counselor checks transcripts carefully and meets with students regularly to ensure that students and opportunities are correctly matched.

Students who are struggling have ample opportunities to seek and receive help, even if they are not formally monitored through the counseling department. Each semester a schoolwide tutorial schedule is published, offering students a variety of tutoring options before school, at lunch, and after school. The library offers Library Late Nights to



provide academic support and give students time to use computers if they do not have computer or Internet access at home. This year, Think Together, a community-based program has become part of the Segerstrom landscape. The program operates under its own grant, taking on the cost of supplies, personnel, and support staff. There is no financial cost to the district or site, but there is a definite benefit to the students in terms of enrichment activities, supervised time after school on a safe campus, computer lab time, and extra homework assistance. The site offers wholehearted support of this program in the form of no-cost use of the library, other room space as needed, and an office for the program's administrators. In addition, former Segerstrom students have been hired to provide tutorial help to fellow students.

The community supports Segerstrom's assessment process in a variety of ways. The school has partnerships with local colleges, such as Santa Ana College, CSU Fullerton, and UC Irvine. The Adelante program through Santa Ana College offers support service to SAUSD students. Students can meet Early Assessment Program (EAP) criteria for the CSU system through questions imbedded in SBAC (formerly CST) tests or, for students with conditional status, by passing the ERWC course with a C or better. The CSU system offers extensive support and training to ERWC teachers, counselors, and administrators. UC Irvine offers the Early Academic Outreach Program (EAOP). All of these partner colleges offer enrichment programs exclusively to SAUSD students and trainings to teachers.

The community also supports academic progress through involvement in school activities. The community supports the Visual and Performing Arts department by attending concerts, plays, and showcases. In addition, community members volunteer their time to participate in Senior Project interview panels, and with the revised focus of this year's Senior Project, the community will be supporting our school by allowing them to complete their career internships. Many community organizations work with Segerstrom students to allow them to complete community service hours as well.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

At the beginning of every school year, the Instructional Leadership Team (ILT), made up of teachers, counselors, and administrators, meets to review data and set schoolwide goals for the year. The findings of this review and resulting goals are shared with the full staff during staff development days, and more specific analysis and goal-setting is completed in departments and PLCs. As the year continues, ILT meets once per month to continue reviewing student progress and setting goals, and this information is shared with the full staff as well as School Site Council (SSC), which uses the information to make decisions concerning the allotment of resources. As site needs are realized, committees of teachers and administrators are formed to develop solutions that best address those needs with the resources available.

Professional Learning Communities (PLCs) remain a building block of Segerstrom's vision and mission. Teachers formally meet in PLCs once per month, though many teachers meet informally on a more regular basis. In some cases, the use of PLC time was determined by individual departments and PLCs; at other times, all departments are given



a focus by administration. In the past, the school used financial resources to hire substitutes so that full departments could leave the classroom for a full day two to four times a year to work together on data analysis, planning, and the creation of assignments and assessments; however, due to a shortage of subs and a reduction of funding, this is no longer occurring. On some occasions, teachers have been able to meet during the school day in smaller groups for specific projects and purposes; teachers have also begun covering each other's classes for one or two periods during their conference periods in order to allow for some common planning and collaboration time within the school day, and some PLCs have common conference periods to allow for meeting time. The district

Our schoolwide writing program continues to be a foundational component of the school's assessment program and stresses the importance of all students writing regularly in every classroom.

and site are offering paid time after school and on Saturdays to try to address the sub shortage.

However, teachers prefer having an entire day to meet and plan and hope that funding will allow for a return of that system.

In addition to providing money for teachers to collaborate outside of the school day, administrators have earmarked financial resources to be used by teachers who want to create intervention classes and programs outside of the school day for those students with Ds and Fs who need additional support. Similarly, the school's Central Detention and Saturday School system has been revised to have an instructional

focus. In the past, all teachers volunteered to take a turn supervising Central Detention twice per year on a volunteer basis; now, those teachers who are interested sign up to provide tutoring during this time and are paid for their efforts. A similar approach is used for Saturday School.

When the school opened, teachers agreed to bank minutes in order to create time within the work day to develop and monitor schoolwide programs. This staff development was to be focused on improving student academic performance. These minutes provide faculty with ten delayed starts. The plan for these meetings is set at the beginning of the year and includes committee time, PLC time, and data analysis, planning, and staff development, depending on needs for the year. For the last couple of years, staff development has been outlined and implemented by the district to focus on introducing and implementing the Common Core standards. The district trained curricular experts to provide training on topics such as close reading, text complexity, academic vocabulary, and collaborative conversations. Several delayed start meetings every year are always used to support the schoolwide writing program, which continues to be a foundational component of the school's assessment program and stresses the importance of all students writing regularly in every classroom. Two to three delayed starts, depending on the number of schoolwide writing assessments administered, are devoted to having the entire staff work together to score these assessments using the district's six-point rubric.

Every spring Seegerstrom becomes a virtual CAHSEE machine, channeling both time and money toward helping students prepare for this graduation requirement. Sophomores are challenged to earn scores that improve upon the previous year's results. The process begins in students' freshman year, when the district administers a mock CAHSEE in March. The results of this practice test are used to diagnose the strengths and weaknesses



of the class as a whole as well as those of individual students, and these results are used to provide differentiated instruction to students in English and to place students in after-school tutoring, Saturday tutoring, and a one-day boot camp if they do not pass. CST scores have also been used to help place students; however, without those test results, this year's sophomores will be placed based purely on their mock-CAHSEE performance and class grades. Math and English teachers are paid to conduct after-school tutoring sessions during February and March, and teachers from any subject area are paid to teach Saturday test-taking strategy courses. Substitutes are provided for several English teachers to be out of the classroom on the Friday before the test to conduct a one-day boot camp for those students who scored lowest on the practice exam. The direction of resources toward this program plays a large role in the school's CAHSEE success.

Seegerstrom provides time during the school day for students to take supplemental exams such as CELDT, the PSAT, community college placement tests, and AP exams. Tests administered to all students in a grade level are taken during seminar class; for other exams, students are pulled out of class and test in the gym or the library. In addition to providing a convenient testing environment, seminar also provides an opportunity for teachers to review grades and progress toward graduation requirements with their students on an individual basis. The school's program is open access, and due to the site goal of preparing students to be college-ready, counselors often encourage students whose test scores and grades indicate likely success in an AP class to take on the challenge. AP students who earn passing scores on multiple exams are recognized by the College Board, and the school would like to use its resources to develop preparation programs similar to that used for CAHSEE and to begin recognizing students on-site for success in AP courses.

Technology is an essential component of instruction in the Seegerstrom community, particularly as the school shifts toward Common Core standards, which emphasize the importance of students using technology. The importance of technology for instruction plays a large role in driving the allocation of site and district resources. A committee of teachers meets regularly to address staff and student technology needs of staff, provide input on the implementation of technology throughout the school, and train teachers. The vast majority of teachers use a computer-based grading system, which encourages an informed discussion of student performance and use of hard data to guide the revision of lesson plans and assessments. Web-based programs like Illuminate and AERIES are essential in providing teachers with information on student progress. Additionally, teachers have some combination of a document camera, desktop, laptop, LCD projector, and iPad for use in providing instruction. The district has provided all students with a Google Drive account that allows them to create and share documents online, allowing for more authentic forms of assessment. In addition to the multiple stationary computer labs on campus and the mobile Mac labs the site has had for several years, the district invested this year in several Chromebook labs that have been vital in allowing all 9th and 10th grade students to complete MAP testing and have allowed many teachers to assign more projects that use a wide variety of technological components. The site has also begun slowly adding to the computers and cameras available to the yearbook and journalism program. Many teachers use Edmodo to provide students with access to worksheets, PowerPoints, and communication; teachers also have access to Turnitin as a plagiarism prevention site. Some teachers have begun exploring newer resources like Google classroom and Gooru, but these explorations are in the beginning stages. The



Senior Project was revised several years ago to have a video component; this year, that has been expanded to offer the students the option of a PowerPoint, video, or Prezi. SSC plays a large role in ensuring that the necessary funds are available to meet the technological needs of the school.

In addition to using its resources to provide sound instruction to students and improve student performance, Seegerstrom also recognizes the importance of celebrating student achievement. At the end of each semester, students who have received an “Outstanding” for citizenship or perfect attendance receive a certificate and enjoy a dessert. At the end of each six-week grading period, every teacher nominates a student to be recognized for their effort, achievement, or academic improvement. These students receive a certificate and a special dessert at an informal recognition ceremony held during seminar. Twenty-five students are recognized each year for improvement in their grade point average from the beginning of the fall semester to its end. Traditional academic awards include three honor roll categories: Crimson Honor Roll for students with a 3.0-3.49 GPA; Gold Honor Roll for students with a 3.5-3.99 GPA; and Principal’s Honor Roll for students with a GPA of 4.0 and higher. The four-level academic letter program honors students who have achieved academic excellence. Students who have earned an unweighted 3.5 GPA or higher and been enrolled in at least three core classes with no grade lower than a B receive a series of awards based upon the number of semesters for which they have met the criteria and are recognized in a special ceremony called Night of the Scholars. Finally, students can earn department awards at a ceremony known as the Pride of the Jaguar. Each department nominates students who have demonstrated outstanding performance throughout the year. There are four levels of recognition for each department: Certificate of Merit, Bronze Medal, Silver Medal, and Gold Medal. Seniors receive special recognition for academic and extracurricular accomplishments at Senior Awards Night in May, and the district also recognizes the top 100 seniors at a celebration in May. While the staff is proud of the many opportunities that exist for student recognition, the staff would like to see greater public recognition of the CAHSEE 900 Club, those students who earn a 450 on both parts of the exam, and Advanced Placement students.

Evidence

- Illuminate reports
- ILT, PLC, PTSO, ELAC, and SSC minutes
- ILT PowerPoint presentations, particularly on data analysis
- Aeries gradebooks and student profiles
- IEP paperwork
- MAP reports
- Schoolwide writing scores
- CAHSEE scores, available on OCDE website
- CAHSEE pre-tests, tutoring schedules, and differentiated assignments
- CELDT and EAP data
- PSAT, ACT, SAT, and AP score reports from College Board or testing agency
- Copies of growth assessments and data from individual PLCs
- FitnessGram results
- Edulink records and individual parent phone and email records



- Homework card interventions recorded by counselors
- Athlete and AVID grade reports
- Common Core exemplar units and assessments
- Programs and recordings from Visual and Performing Arts performances and showcases
- Examples of authentic assessments
- Senior Project assignment (examples will not be available until June 2015)
- SST minutes and paperwork
- District training materials
- Counseling office data on grade-level support and students referred to intervention classes
- HEC sign-in sheets
- Department tutorial schedule
- Think Together schedule and enrollment numbers
- Number of students taking advantage of college programs (Adelante, EAP, EAOP, enrichment courses)
- Lists of students earning different academic awards
- Copy of school budget to see allocation of resources
- Delayed Start professional development schedule

Areas of Strength

1. The schoolwide writing program is a continued point of pride at Segerstrom. We would like to see the success of this program continue, but we would also like to see a re-training on the writing modes and scoring to ensure all teachers are preparing students for the writing assessments.
2. The CAHSEE program also continues to be a point of pride at Segerstrom, and in addition to continuing the program, we would like to see proficiency rates increase.
3. The Physical Education department's FitnessGram testing is a successful program, testing not only 9th graders, as mandated by the state, but all students enrolled in a physical education class and assisting all students in tracking their own personal improvement over the course of a year.
4. As a staff, we use a wide variety of assessment strategies with an increasing number of authentic assessments; we hope to see continued improvement in this area as teachers adjust to the use of Common Core and begin to see data from SBAC testing.
5. The Senior Project has been a successful program in the past, particularly the Senior Exit Interview, and has been adopted in some form throughout the district; however, this year's project has a new focus, so we have yet to see its success.
6. Segerstrom staff takes pride in its emphasis on technology and the large number of tools available to staff and students. The technology committee is committed to providing training to ensure that all teachers are proficient in using the tools available to them.



7. Seegerstrom also prides itself in its many student recognition programs. Students have shared that these are significant motivators for their success, and they are proud of their accomplishments when they receive these awards.

Areas of Growth

1. In the transition from CST to SBAC, we do not have a consistent form of growth assessment for all courses. It is important that we develop and implement an assessment over time to see whether it will be an effective indicator in the future. It is especially important that an equivalent test to MAP is developed for math and English students in grades eleven and twelve.
2. While we are proud of our CAHSEE program, we would like to develop similar programs to encourage growth on other college-preparatory exams such as ACT and AP.
3. Because the homework cards have been revised this year, we need to adjust to the most effective way to use these cards and ensure that they are being used consistently schoolwide.
4. While data for all tests is available to teachers, most teachers are not familiar with tests not directly related to their instruction, like CELDT, ACT, and schoolwide writing, so we would like to see greater staff awareness and use of all data.
5. The development of structured intervention programs by department is a new initiative and has not yet been completed, which we would like to see happen.
6. We would like to see a return to more PLC collaboration time during the school day, rather than relying solely upon after-school and Saturday time.
7. While we are proud of the vast number of technological tools, we would like to see more teacher training to ensure all teachers are utilizing these tools as well as increased exploration of the most recent technological innovations, particularly those tied to the Google accounts and Chrome books that are already available to students.
8. We would like to see greater recognition of students who achieve success on both the CAHSEE and AP exams from the school, rather than simply from the College Board.



Focus Group E

School Culture and Support for Student Personal and Academic Growth

Focus Chairs

Mike Altamirano

Jamie Bates

Administrator

Jesse Church

Counselor

Adriana Huezo

Physical Education

Adrian Gomez

English

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Science

Annie Espinosa

Margie Salcedo

Adam Woods

Social Studies

Dinesh Gore

Ivan Miranda

Classified

Rodney Anderson

Tasha Correa

Heidi Guillen

Mathematics

Neeta Basu

Trang Fabella

David Stankey

Sylvia Rangel-Herrera

Jose Iniguez

Vicky Reiser

Andrea Rojas

Foreign Language

Jeanette Kerkhof-Martin

Jaimeson Sonne-Diddi

German Rubalcalva

Paula Sandoval

Visual and Performing Arts

Michael Gannig

Parent

Angelina Lopez

Special Education

Angie Maldonado

Stephanie Stotelmeyer

Students

Michelle Navarrete

Suzanne Tolone



CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

In the Santa Ana Unified School District (SAUSD), parental involvement is considered crucial to student learning. At Seegerstrom High School, we require parent, community, student, and teacher communication and participation. Parents are encouraged to communicate with faculty and staff and to visit the campus during Back to School Night, Open House, and a wide variety of extracurricular events.

During the spring prior to enrollment, incoming freshman and their parents are encouraged to attend meetings that provide information about Seegerstrom High School and its policies, structures, and expectations. Parents, students, and staff agree to abide by the school expectations as explained in the Seegerstrom High School Program Agreement. Before starting at Seegerstrom, all students, parents, and staff members must submit a signed compact.

In an effort to better meet the current needs of all Seegerstrom students, a team of teacher leaders developed a revised Expected Schoolwide Learning Results (ESLRs) that outline the school's academic and social expectations. These ESLRs state that by the time student's graduate from Seegerstrom High School, they will be Effective Communicators, Engaged Learners, and Exceptional Citizens. Parents are informed prior to their student's enrollment at Seegerstrom about the card system for missed assignments, tardiness, and of the steps that will be taken to correct behavior if they fail to follow this system or otherwise meet the expectations of Seegerstrom High School. After evaluating the effectiveness of the card system, a voluntary group of Seegerstrom teachers from a wide variety of disciplines met to create a more effective system. The new system utilizes modifications that are less punitive, and more student-focused. The new card system is used positively in meeting the expectations of the structures delineated in the Seegerstrom High School Program Agreement. It is important for students and families to understand the structures so that each student has a positive educational experience.

Seegerstrom High School works to make its diverse community feel welcome through the use of different languages in our orientations, newsletters, and professional academic meetings with both students and parents. For example, the Seegerstrom Scoop and High School Years newsletters are distributed to families in English and Spanish. The Edulink system allows teachers to send messages to parents in their home language about student progress through both positive feedback and teacher concerns.

Seegerstrom also has a number of bilingual staff members on the campus that can assist with translating for teacher/parent contacts. In addition, six out of six Seegerstrom counselors are bilingual in English and Spanish and are able to communicate effectively with parents regarding the teaching and learning process. Because of this, counselors often help facilitate teacher/parent conferences.



Throughout the year, informational meetings are held in English and Spanish to inform parents about our schoolwide progress and programs. The Parent Teacher Student Organization (PTSO), athletic booster clubs, and our English Language Advisory Committee (ELAC) host these meetings.

Segerstrom High School has close ties with various community institutions and organizations, all of which provide economic and educational support to our school. The surrounding educational community is tightly knitted to our school and assists students in achieving their goals as educated professionals. As a result of our involvement with the Santa Ana YMCA and the Orange County Children and Families Commission, an aquatic center for Segerstrom High School was constructed for our student athletes and community use. In 2013-2014 the United States Men's Olympic Water Polo Team has agreed to use our aquatic center as their primary training facility. We also have a strong partnership with local colleges and universities. The Santa Ana Partnership—a consortium of SAUSD, CSU Fullerton, Santa Ana College, and UC Irvine—frequently holds informational meetings on our site regarding their schools and programs, and the importance of early planning for a college education.

Segerstrom High School has close ties with various community institutions and organizations, all of which provide economic and educational support to our school.

Business partners have been included in the planning and celebration of student success at Segerstrom. Rubio's helps recognize our Most Improved students with a luncheon at their restaurant. Wells Fargo has provided financial support to our football program. The Doubletree Hotel, Chipotle, and Chick-Fil-A make frequent donations of food for our staff meetings and academic student recognitions. Taste Tea, Ritter's Restaurant, Baja Fish, and Old Fashion Candy have partnered with various programs on campus in an effort to help with fundraising. In 2013-2014 the Segerstrom Athletic Department and ASB received cash sponsorships from the Goat Hill Tavern, Newport Rib Company, Dave and Busters, and Farmers Insurance in support of its 1st Annual Segerstrom Golf Tournament. The Athletic Department and ASB are constantly looking for new and innovative ways to bring financial support to all students at Segerstrom High School.

The Student Recognition Committee is responsible for acknowledging student achievement. There are different aspects of student achievement that are regularly recognized, such as academic achievement, exemplary citizenship, perfect attendance, and academic and behavioral improvement. Students are honored through Night of the Scholars, Pride of the Jaguar, Senior Awards, and Student of the Six Weeks Awards.

Before the 2014-2015 school year, our Senior Exit Portfolio program allowed business partners and community members to be involved in an academically enriching personal growth experience. Members of the community evaluated a collection of student work samples and a digital presentation that demonstrate their growth as students and preparedness for the workforce. The corresponding exit interviews provided an opportunity for students to reflect upon their high school experience and share with others what they have gained through the process. Through this program, community



members were able to assess students' interview skills and encourage students to talk about their high school years and future educational and career goals. This experience has been rewarding for students, staff members, and community members alike. As the Senior Project undergoes change during the current school year to involve student job shadowing, members of the community will continue to be involved in the Senior Project and interviews.

Evidence

- District English Learners Advisory Committee (DELAC) and English Learners Advisory Committee (ELAC) Meeting Minutes
- Card System
- Parent/Student/Teacher Compact
- Parent Information Meeting Handouts
- Orientation Meetings in English and Spanish
- Availability of Bilingual Counselors
- Records of Parental Involvement
- Business Partnerships
- UCI and Chapman University Tutors
- Annual College and Career Fairs
- Regional Occupational Program (ROP)
- Outreach Programs through UCI, CSUF, SAC, and Orange Coast College (OCC)
- Santa Ana College Bridge Program
- Student Seminar
- Required Parent Contact by Teachers
- Edulink Records
- Parent, Business, and Community Involved in the Senior Exit Program
- Simon Scholars, Architecture, Construction, and Engineering (ACE) Mentor Program, and CJ Seegerstrom Scholarship Programs
- Seegerstrom Football Scholarship
- Parent Teacher Student Organization (PTSO) College Night Materials
- PTSO Scholarship
- Student of the Six Weeks Award
- Outstanding Citizenship Award
- Academic Honor Roll
- Night of the Jaguar
- Higher Education Center Classroom Presentations
- Most Improved Student Luncheon
- Staff Directory Available on the School Website



E2. To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Teachers, staff, administration and parents take pride in establishing and maintaining a safe, clean, and productive environment for students. There has been a conscious effort on the part of all staff to establish and maintain a professional and structured environment at Segerstrom High School. In order to provide a safe, clean and orderly environment, Segerstrom staff and students rely on a variety of methods.

Two shifts of custodial crews work day and night to ensure that the campus is free and clear of trash and other debris and also provide services such as cleaning up minor spills, moving heavy items to appropriate classrooms and completing minor paint projects all to ensure that the campus is in great shape and is a safe place for students to learn.



The school provides a secure campus through the provision of three District Safety officers (DSOs) as well as a district School Resource Officer (SRO). All officers are present throughout the campus during passing periods, lunch, before school and after school to ensure that students are picked up and dropped off in a safe and orderly manner. Faculty and staff are responsible for enforcing the dress code policy as well as enforcing all other school and district rules. If students are not in compliance with these policies they are assigned consequences.

Seegerstrom High School has implemented the use of PBIS (Positive Behavior Interventions and Supports), a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. Segerstrom is in year three of PBIS implementation and so central detention has shifted focus towards tutoring students in academic areas as well as providing structured lesson plans for students who could benefit from learning the importance of being on time, turning in homework as well as the importance of attending college.

Although teachers have concerns about the systematic protocol regarding the new system of detention, they are hopeful that the students will now see value to a detention other than the punitive measure it was deemed to be. Aside from central detention, administration is looking into implementing departmental Saturday school where students who do not complete major assignments will be assigned detention to be tutored or perhaps be able to use the computer labs to complete assignments. This type of Saturday school has yet to take place, but it seems that dates have been set aside in the near future for such.



In trying to align our policies to PBIS, a team of teachers met during the summer to adjust the homework card. In order to demonstrate PBIS strategies, we incorporated consequences as interventions so they are not punitive. The new homework card reflects the hard efforts and thoughts of this group to ensure that students were receiving appropriate supports for not completing their homework. Some teachers use this card as part of classroom management, while others use this card to track target areas where a student may not understand the content and need further support, like tutoring.

A school safety committee comprised of administrators, teachers, and classified staff works to update and implement the emergency disaster preparedness plan. The plan is then shared with all staff before schoolwide drills take place. Seegerstrom High School has established and practiced specific procedures to deal with unforeseen circumstances including: fire drills, duck and cover drills, and lock down drills. All classrooms have an exit route posted and all teachers are aware of their assigned duty if any disaster was to occur. Seegerstrom High School participates in the “Great Shake Out” drill annually, as well as other drills to ensure that all students and staff are prepared in an emergency.



The Seegerstrom staff provides high expectations and concern for all students through well-maintained rooms and a variety of supportive structures. Student Learning Outcomes (previously ESLRs), daily objective, and schoolwide vision are posted in each classroom.

Furthermore, the school provides access to various academic and enrichment clubs and organizations that encourage students to become lifelong learners and responsible community members. This year *Think Together* has implemented after school programs, tutoring programs as well as a teen center for students to go for support socially as well as academically. It appears that both students as well as teachers have embraced this new program as many students attend daily- it continues to expand.

Students are encouraged to enroll in Advanced Placement (AP) and honors courses. All staff members are encouraged to attend summer institutes that will allow teachers to become more proficient in their AP course curriculum. The hope is that with more training, teacher promotion of these courses could possibly raise the number of AP courses offered to our students. Teachers are a bit skeptical about how students are placed in AP courses and may fear that open access to all subjects may not be a positive direction to pave. Although this is a valid concern, Seegerstrom values the opportunity to offer more AP courses so that students are exposed to rigor and high expectations.

Teachers at Seegerstrom are encouraged to use AVID and GATE Strategies, such as Cornell Notes, Socratic Seminars, and Depth and Complexity. These strategies have been taught to staff during development days and it is our hope that all teachers are incorporating them into their lesson plans.



Seegerstrom High School is currently focusing on school improvement. Recently, AP teachers met with the principal to discuss the AP culture at our school and discuss our current structure of the Advanced Placement program. The purpose of bringing AP teachers together is to try and build an AP culture schoolwide, rather than individualized classes. Meetings amongst AP teachers continue to take place in an effort to meet this endeavor.

In order for administration to reflect on existing policies, safety and concerns, staff and student surveys are sent out about three times a year. This is a way for administration to get a sense of how they are handling issues and if there are any underlying issues that need to be addressed. To this day, we have not been able to hit 100% participation among students or staff in taking these surveys; however, they are sure to provide valuable data to be used in moving forward. It is the goal of teachers and administrators alike to increase the participation numbers to better reflect all stakeholders in the information that is obtained.

Evidence

- Custodial and Grounds Staff
- School Safety Committee
- Card System
- School Resource Officer
- Central and Classroom detentions
- Professional Development
- Club Involvement
- Staff Committee Involvement
- Staff and Student Surveys
- Thinking Maps
- SLOs (ESLRs)
- Vision
- AVID and GATE Strategies
- Think Together Program
- Student and Staff Agendas
- Student Success Team (SST)
- Individualized Education Plan (IEP)

E3. To what extent do all students receive appropriate support along with an individualized learning plan to ensure academic success?

Seegerstrom High School's mission is to maintain a community that provides a challenging and supportive environment, which empowers students to develop skills and strategies necessary for post-secondary success. The staff at Seegerstrom has created a variety of academic and social support programs to promote academic success. These programs include multiple tutoring programs, CAHSEE preparation programs (fine tuning and in-depth), school orientation programs, and academic classes as well as



afterschool programs and clubs. Seegerstrom implements learning strategies and structures for under performing students.

The Counseling Department is designed to support students in their academic pursuits and personal growth. One of the strengths of the department is that students may seek help from any counselor for guidance should their own counselor be unavailable. The



success of the Counseling Department hinges on fluid communication and recognizing the strengths of each individual counselor. Counselors meet with at-risk students to monitor graduation status and provide students with educational options, both inside and outside the district. Counselors will refer students who fall short 20 credits or more to graduate to Alternative Education: Cesar Chavez or Lorin Griset Academy. If the student is short 5 to 15 credits to graduate they will be enrolled in our extended learning program (summer school) with a combination of online and traditional summer school classes. It is our hope the students who did not graduate in June will graduate in the summer as in the past, the Alternative Education schools have invited summer graduates to participate in a small

graduation ceremony during the summer. For the few who still do not graduate, they are referred to the Independent Study Program to finish off their senior year. In hopes to prevent this scenario, counselors try to ensure these students utilize our credit recovery program (APEX) prior to their senior year so they can recover credits more quickly.

Annually, all students attend presentations where they review their Academic Guidance Reports and graduation flow charts with counselors. The focus of these presentations is an animated PowerPoint presentation reviewing all elements required for graduation in SAUSD. In 2014-2015, counselors assisted all 9th through 11th grade students to formulate a four-year plan for their academic/career path through the California Colleges website.

Counselors are a key component of our system. Their specific task in the schoolwide system is to intervene prior to the students losing their focus on academic success. The success of these support structures is reflected in Seegerstrom High School's graduation rate in that on average 96% of all students who attend Seegerstrom graduate.

Student's homework completion is monitored through the use of assignment cards. As the school has undergone a huge change at the administrative level the new team thought it was imperative that the card system be revisited to focus more on student success as well as on interventions. All staff was invited to share in the process of reconstructing the card. The efforts of this team proved successful as all agreed upon the interventions students should be given when missing or not completing assignments. The first two steps of the assignment cards recommend teacher intervention whereas the third step of the assignment card includes making contact with the parent. On the fourth offense, students' receive an intervention from a counselor/administrator and on fifth missed assignment students meet individually with administrators and perhaps parents and other



teachers to provide an immediate and pre-determined consequence for student behaviors and, more importantly, to provide support in helping the students to correct their negative work habits. This is a schoolwide effort on behalf of the teachers, counselors and administration to see that the students will be placed with the appropriate supports so that he/she will succeed in all academic areas. Many times students are assisted in refocusing and choosing more successful behaviors, and find appropriate supports thus eliminating the need to move on to an administrator for further action which proves this system to be successful.

The result of this intervention is to identify students who are struggling in specific areas and place them with supports that will enhance/support their academics. Students in need of credit recovery are referred to programs outside of the traditional school day such as CTE, the Centennial Education Center's Bridge Program, summer school, or placed at one of the alternative high schools. Those students selecting alternative high schools are offered the opportunity to return to Segerstrom if they are on target to graduate.

The Higher Education Center Coordinator collaborates with the counseling center to work with students individually and in groups to make post-secondary options a reality. The Higher Education Center (HEC) is designed to be both a student and parent centered one-stop information and service center, with the purpose of increasing the number of students who pursue post-secondary education. This one-stop center serves as a resource for counselors, teachers, parents, students, and higher education partners. The Higher Education Coordinator provides information on financial aid, the college application process, and test preparation. Counseling staff from higher education institutions provide on site support by designating lead counselors to work as a liaison with the Higher Education Coordinator. College and HEC staff meets with students individually and in groups to develop their four- year plan, provide information workshops and answer questions.

A particularly strong partner of the Higher Education Center is the Santa Ana Partnership and its "Achieving College Network," an inter-segmental coalition of key administrators and faculty from SAUSD, CSU Fullerton, Santa Ana College, and UC Irvine. With the help of this partnership, the HEC is able to host various student and parent meetings throughout the year, where partner institutions deliver presentations about the college application and financial aid processes. These partner institutions also assist with college application and Free Application for Federal Student Aid (FAFSA) Late Nights are held during the months October, November, January, and February. During these Late Nights, the HEC is open until 7:30 p.m. to assist students and their parents with applications. In addition to our partner institutions, Segerstrom staff and counselors actively participate in these Late Nights.

In addition to counseling provided by our counseling staff in the 2014-15 school year, students can receive additional onsite counseling services for a variety of counseling needs that are severe in nature. This counseling, which is funded by Segerstrom, is provided by Turning Point

Seegerstrom High School offers resources inside and outside the school in order to ensure academic success for all students. In addition to the partnerships with various local



universities that focus on the college application process, Seegerstrom has partnerships with local organizations like Simon Family Foundation Scholarship, the OC Bar Foundation, Achievement Institute of Scientific Studies. Each program's purpose is to promote the value of higher education. Jacobs, a professional architectural firm, provides mentorship and field trip opportunities to students interested in pursuing careers in architecture, construction, and engineering through the Architecture, Construction, and Engineering (ACE) Mentor Program.

Career and Technical Education (CTE formerly ROP) is evident on our campus and we offer courses like photography and engineering, which have led to the creation of the photography club as well as the robotics club. Since these ROP programs are relatively new on our campus only time will tell if the programs will grow and have a definite impact on student success in these areas.



Students are also aided in achieving academic success through support from their instructors. Most teachers provide subject-specific tutoring at least one day a week, either before school, during lunch, or after school. Athletic study hall is in place to support our student-athletes and it is a mandatory practice that coaches implement this into their practice week for each

particular sport. Students who are ineligible to play sports will attend tutoring and work with the counselor as well as teachers to improve grades. Some teachers mandate that students attend two tutoring sessions prior to retaking a test. This has seemed to work for many teachers; however, it is apparent that this is not a consistent policy throughout campus in all classrooms.

Seegerstrom has mild/moderate and moderate/severe special education programs. The mild/moderate program is full-inclusion where all students with special education services are in general education classes. The only exception to that is if, as a senior, a student with mild/moderate disabilities takes the Transitional Partnership Program (TPP) class. This is a class sponsored by the Department of Rehabilitation offered on site for a limited number of students with mild/moderate special needs who are interested in working. Teachers and instructional assistants guide their students through their general education classes on a daily basis and provide strategic support for their students as written on their individual IEP (Individual Educational Plan). Students may be called out of class when their accommodations cannot be met within the classroom. These students receive support as they work one on one with a teacher who manages the resource room daily as well as obtaining tutoring during lunch and after school by special education teachers.

Currently there are 134 students with mild/moderate disabilities and 5 students pending an initial evaluation. There are six special education teachers, one itinerate special education teacher, five Student Support Professionals (SSPs) (part time at 3.75 hours), two 1-on-one aides (full time six hour), two Instructional Aides (part time at 4 hours).



This year the special education model for the resource room has changed in that there is an office where special education teachers work on their plans, IEPs and case load management. The resource room is managed by alternating teachers throughout the week. The moderate/severe program consists of two classes: pre-academic and medically fragile. The pre-academic class has 13 students, one special education teacher and 3 full time (6 hour) instructional assistants. Some of the students in this class are mainstreamed at times for social growth. The medically fragile class has 8 students, one special education teacher and 3 full time (6 hour) instructional assistants.

The program has grown significantly since the school's inception. Having part time instructional assistants for the mild/moderate program continues to be an issue because their shortened day impacts special education support in classes as well as interpreting for IEPs.

Evidence

- Assignment and Tardy Card System
- Student Agendas
- Grade Check Forms
- Individual Student Progress Reports
- 30% of 2013-2014 Graduating Seniors were Accepted to a Four Year University
- Higher Education Center Activities
- Financial Aid and College Application Assistance
- Professional Learning Community (PLC) Meeting Minutes
- CTE (Career and Technical Education formerly ROP)
- AVID
- Santa Ana Partnership
- ACE
- Santa Ana College Outreach
- Santa Ana College Bridge Classes
- Exam Re-Take Policies
- Athletic Study Hall
- Schoolwide Tutoring Schedule
- CAHSEE Boot Camp
- Student Success Teams (SST)
- Freshman Orientation
- Individualized Education Plans (IEPs)
- Tenth Grade Counseling Program
- Think Together
- Library Late Nights
- STEM (Science Technology Engineering and Math)
- Simon Family Foundation
- OC Bar Foundation
- AISS (Achievement Institute of Scientific Study)



E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Seegerstrom High School implements a fundamental philosophy. As such, all families entering Seegerstrom are expected to be involved and partner with the school to ensure student success. Students and parents are informed of student progress at regular intervals and parents participate in recognizing student success through award presentations and assemblies.

Seegerstrom High School offers support to a wide variety of students in the form of personalized programs. Each academic department offers tutoring before school, during



lunch, and after school for those students in need. Tenth grade students who did not pass the ninth grade pre-CAHSEE are required to attend CAHSEE Boot Camp in preparation for the test in March of their sophomore year. Seniors needing additional CAHSEE preparation are referred to the Graduate Success Program, a unique collaboration between SAUSD and Santa Ana College, to specifically address their academic needs in passing one or both parts of the CAHSEE.

Seegerstrom High School also offers an extensive AVID program that provides academic resources and support to potential first-generation college-bound students. As freshmen, students are accepted into AVID based on the recommendation of the AVID Coordinator, teachers and an interview process. In the ensuing years they are enrolled in an AVID elective course that provides academic enrichment. Additionally, the AVID counselor and Higher Education Coordinator provide assistance with personal goal setting, and college planning through the College and Career Planning presentation using the California Colleges website, which is mandatory for all 9th grade students. The AVID Program has added two sections for the 2014-2015 school year. The goal the AVID Program at Seegerstrom High School is to continue to grow with hopes of becoming the first AVID Demonstration school in the SAUSD. The SAUSD College Night and annual Seegerstrom college and career fairs offer students the opportunity to meet with representatives from various colleges, volunteer organizations, community organizations, and military. In order to promote a college bound culture, Wednesdays are labeled “College Wednesdays” where students and staff are encouraged to wear college apparel to promote global institutions of higher learning.

Student seminar classes serve as a resource for students. A calendar of activities is made available to teachers via Google Docs to assist students in meeting academic and personal goals. Through seminar class, students receive information about course requirements, ROP offerings, volunteer opportunities, as well as have the opportunity to interact with an adult who will monitor their progress all four years of high school. In addition, seminar provides students a home base for four years where they can bond with each other and be mutually supportive.



This year Segerstrom High School applied and was granted the THINK Together program. The goal of THINK Together at Segerstrom High School is to support students to meet state standards, graduation requirements, and expose them to relevant 21st Century learning skills. Elements of the program include academic support, enrichment, healthy living, and college and career readiness. These four elements coupled with student involvement and leadership result in a program that is geared towards supporting the overall schoolwide campus. Additionally, THINK Together leadership strives to collaborate with community partners to bring additional resources and supports to Segerstrom students. Through THINK Together's partnership with Matthew McCoughney's foundation *jk livin*, for example, an additional focus on the mental and the physical well-being of students is emphasized.

Currently, Segerstrom THINK provides the following programming afterschool: academic tutoring with college graduates every day afterschool until 6pm, a teen center with different board games and activities, and fitness classes such as cross fit, Zumba, and cardio kickboxing. Enrichment programs such as the Lyricist club were formed and meets twice a week in effort to read, write, and sing urban and hip hop music and poetry. Lastly, a cooking club where students can explore their passion with easy gourmet style recipes is offered to students interested in a career in culinary arts.

Seegerstrom THINK provides an impressive range of support and activities for our students including tutoring, leadership development, and test preparation and fitness classes.

In addition, a student leadership team was comprised to include 20 afterschool leaders who will support Segerstrom THINK and its different activities. The goal of this student leadership program is to provide students with an internship-like experience that exposes them to college and career level skills. Workshops such as resume building, interview skills, and public speaking were facilitated to all student leaders as part of their application process. The application process mirrored a real job application by expecting students to complete the following items: an application, a resume, a letter of recommendation, a paragraph of why they are interested in the student leadership position, and a group panel interview. Students were selected based on their successful completion of the process.

Lastly, Segerstrom THINK has had success with a four-week SAT prep class and will replicate the success with additional ACT prep sessions in the spring to include a collaborative effort with the Higher Education coordinator, school administration, and school counselors to successfully have all juniors take the ACT April 18th exam. Future projects include Parent/Student Zumba, Parent/Student College field trips, a Hip Hop club, and any other additional support pieces needed in the school day.

Since this is the first year that THINK Together has made its way to our campus it is impressive that the number of students who attend are rapidly increasing by the week. Hundreds of students participate or have participated and benefitted from the various



programs THINK Together offers proving to have a positive impact on students socially and academically; thus far it has been a successful support for our students.

Students can participate in a number of extracurricular activities. Club offerings have expanded from 12 when the school opened to more than 34 in the current school year. Seegerstrom is proud to have varsity, junior varsity, and freshman-sophomore teams in seven girls' sports and eight boys' sports throughout the year. There are currently 985 students enrolled and participating in competitive athletics. Our Associated Student



Body (ASB) organizes a number of activities before school, during lunch, and after school throughout the year. These activities include: coordinating roter buses for athletic events and covering the costs for ticket prices if there is a charge, pep rallies, schoolwide assemblies, Club Rush.

In order for students to be exposed to the many clubs offered on our campus ASB coordinates Club Rush once every

semester where representatives from each club are positioned around the plaza where they advertise their club and its purpose. At this time, students are able to sign up for a club that interests them by submitting their email to the club representatives and in turn the representatives will personally reach out to that student to disseminate club information and meeting dates/times. At any given time all students are able to join a club or participate in the clubs activities coordinated. Clubs allow students to effectively communicate with their peers while having fun as well as making our campus and community a better place and bringing a sense of belonging to the students; it is evident that they impact student lives in a positive way.

Students have electives to select from in the Visual and Performing Arts (VAPA) and core academic departments. Additional courses are also available through the Career and Technical Education (CTE). Students' interests have prompted the school to look into developing other elective courses; therefore, CTE offerings have increased to include digital photography, introduction to engineering design, sports medicine, medical core (after school), and art and graphic design.

The Senior Project is an important part of a senior's final semester at Seegerstrom High School. It is an opportunity for our students to consider the career options available to them, based on their individual interest, after high school and makes up 15% of a student's overall grade in both English and Government/Economics. This project exposes students to the important facets of choosing a career, including:

- (1) how to pursue a professional interest
- (2) what training and/or education is required of them in a career of their choice
- (3) what a "day in the life" of someone in that career might look like.

Throughout the school year students will work in their English and Government/Economics classes to research a career, find a location to complete 10 job shadowing/ intern hours, and complete the hours by April. In April, students will put together a



portfolio consisting of a Letter of Introduction, where they introduce themselves and their future college/career goals, a resume, their career research and internship verification forms. Along with a written portfolio, and using technology in some manner students will present their internship research and experience during a Senior Exit Interview to a panel of teachers and community members in June prior to graduation. As a staff we hope that students will gain a better understanding of a potential profession and use this experience to plan the next stage of their academic or professional careers.

Evidence

- Signed School Compact
- Classroom ESLR Posters
- CAHSEE Success Plan
- AVID Classroom/Teams
- College and Career Planning
- College Night Program
- Schoolwide Tutoring Schedule
- Student Seminar Calendar
- List of Club Offerings and Advisors
- Competitive Athletics Program
- ASB Calendar
- PLC's
- Academic/Behavior Intervention Program
- PBIS
- Think Together
- Library Late Nights
- Higher Ed Late Nights
- College Fair
- College Night
- ROP (now Career and Technical Education- CTE)
- Card System

Areas of Strength

1. Fundamental Structures allow teachers to maintain an academic and college-going culture in every classroom.
2. The Counseling Department is one of the best in the district because they communicate and work collaboratively to ensure that all students at Seegerstrom are academically and socially successful.
3. The Higher Education Center is a student/parent-friendly center that stays open late for students to work on homework and college and financial aid applications.



HEC staff and teachers volunteer their time to ensure that students meet their post-secondary goals.

4. In light of recent budget cuts and loss of positions our classified staff continues to provide outstanding service to our students, parents, and teachers.
5. Club offerings provide students with a sense of belonging and allow them to give back to their community with various activities.
6. ASB bases activities around sports and other interests of our student body effectively promoting positive school culture.

Areas for Growth

1. As a result of severe budget cutbacks, our Student Support Paraprofessional (SSP) positions have been reduced considerably. This has impacted classroom instruction and support for our special education students.
2. There is a need to bring the parents of our students to our campus so that they will share input on various topics.
3. Previously there was a need for a wider range of electives outside of the core academic areas and a need to continue to expand ROP/CTE offerings and assistance for students to become familiar with post-high school opportunities. The following courses have been added: digital photography, introduction to engineering design, sports medicine, medical core (after school), art/graphic design.
4. There is a need for increased teacher support and presence at afterschool programs and activities.





Chapter 5

Schoolwide Action Plan



Segerstrom High School



CHAPTER 5

Schoolwide Action Plan

GOAL 1

Increase student achievement by creating an effective collaboration model that promotes communication and consistency within and between all departments.

Rationale

- Analysis of student data and surveys demonstrates a need to develop a systematic approach to communication and provide consistency within departments and professional learning communities.

Growth Targets

- 100% of Professional Learning Communities will create and administer a minimum of two common assessments per semester by Fall 2017.
- 100% of Professional Learning Communities will create and implement one intervention program for students who score less than proficient on a common assessment by Fall 2017.
- 100% of teachers will assign a practice writing assignment prior to each schoolwide writing assessment by Fall 2016.
- 100% of teachers will become trained and confident in the use of Illuminate for data discussions and intervention strategies by Fall 2016.
- Increase PLC time within the school day through a revision of the bell schedule by Fall 2016.

ESLRs/SLOs Addressed

- Effective Communicators
- Engaged Learners
- Exceptional Citizens

Resources

- Title I Funds
- Staff Development
- District General Fund
- Professional Learning Communities
- Illuminate
- Teacher classrooms for interventions
- Computer labs and library
- Software and online learning



Action Steps	Person(s) Responsible	Timeline	Evidence
Evaluation of the bell schedule to determine whether PLC time can be built into the school day	<ul style="list-style-type: none"> • Administrative Team • District Staff • All Teachers • Staff 	Fall 2015 and Ongoing	<ul style="list-style-type: none"> • ILT Meetings/Minutes • Department Meeting Agendas/Minutes • PLC Agendas/Minutes • Staff survey/vote to approve schedule change
Professional Learning Communities will continue to meet to examine student data and make adjustments to the curriculum based on the data, particularly in regard to English Learners and students with special needs.	<ul style="list-style-type: none"> • All Teachers 	Ongoing	<ul style="list-style-type: none"> • PLC Agendas/Minutes • Illuminate • SBAC/CAHSEE Data • CELDT Scores • District/Schoolwide Benchmarks • MAP test results (math and English)
Expand the schoolwide writing committee to ensure that there is one active participant from each department.	<ul style="list-style-type: none"> • All Teachers 	Ongoing	<ul style="list-style-type: none"> • Committee sign-in sheets/minutes • Departmental prompts • Committee norming
Continue staff development training for schoolwide writing instruction and rubric scoring (norming) expectations.	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators 	Ongoing	<ul style="list-style-type: none"> • Student Response Systems • Faculty Meeting Presentations • Schoolwide writing calendar • PLC Agendas/Minutes
Provide PLC collaboration time to develop intervention programs specific to the needs of the PLC.	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators • Special Education 	Ongoing	<ul style="list-style-type: none"> • Site/District Assessment Data • PLC Agendas/Minutes • Faculty/Delayed Start Presentations • Sign-in sheets • ILT/Tutoring Schedule
Implement PLC intervention programs to support students that are struggling to meet proficiency in specific content area.	<ul style="list-style-type: none"> • Special Education • Teachers • Instructional Assistants • Counselors • Administrators • Think Together 	Ongoing	<ul style="list-style-type: none"> • Tutorial Sign-in Sheets • Schoolwide Tutorial Schedule • Student Tutorial Records • PLC Minutes/Agendas documenting intervention plans
Provide staff development/training on the use of data resource information (i.e. Illuminate, MAP results, PLC developed assessments).	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators • Special Education 	Ongoing	<ul style="list-style-type: none"> • Staff Development Sign-in sheets • Faculty/Delayed Start Meeting Presentations • Site/District Assessment Data • PLC Agendas/Minutes • Reduced purchases of Scantrons



GOAL 2

Provide sufficient support to increase academic growth within and between academic years as measured by performance on school, district, state and national assessments.

RATIONALE

- With the transition away from CST testing, we need to focus on other forms of assessment (such as SBAC, MAP, ACT, CAHSEE, and site-developed common assessments) to increase student proficiency, close achievement gaps between subgroups, and accurately measure learning within and between academic years.

Growth Targets

- Increase annually by 3% the number of students who score proficient/advanced on SBAC exams after the 2015 baseline is established.
- Increase annually by 2% the number of students who score proficient on the math and ELA CAHSEE exams.
- Increase annually by 3% the number of students in Honors/AP English classes who score >10 on the district writing assessment.
- Increase annually by 3% the number of students in CP English classes who score >8 on the district writing assessment.
- Maintain appropriate grade-level growth on math and reading MAP tests.
- Develop growth targets for site-developed common assessments in 100% of PLCs by Fall 2017.

ESLRs/SLOs Addressed

- Effective Communicators
- Engaged Learners
- Exceptional Citizens

Resources

- Title I Funds
- Staff Development
- District General Fund
- PLC Minutes/Data
- Illuminate
- District Writing Assessment
- CAHSEE Boot Camps and tutorials
- AP Boot Camps and tutorials
- MAP Training
- Technology implementation
- Student Response Systems



Action Steps	Person(s) Responsible	Timeline	Evidence
Provide staff annual student performance data for SBAC, CAHSEE, and district writing assessment results.	<ul style="list-style-type: none"> • Administrators • TOSA • Counselors • Teachers • Special Education • District support personnel 	Fall 2016 and ongoing	<ul style="list-style-type: none"> • Annual results for SBAC, CAHSEE, and district writing assessments • Staff sign-in sheets • Illuminate reports
Common reading comprehension strategies will continue to be utilized in all classrooms.	<ul style="list-style-type: none"> • All Teachers • TOSA • Administrators • District training personnel 	Ongoing	<ul style="list-style-type: none"> • Administrative Observations • Staff Development Agendas/Minutes • Curriculum Maps
Curriculum maps have been established in all departments and will continue to be adjusted based upon student data.	<ul style="list-style-type: none"> • All Teachers • Administrators • ILT 	Ongoing	<ul style="list-style-type: none"> • Department Agendas/Minutes • Pacing Charts-District and school based
Provide schoolwide training on SBAC/computer-based assessments.	<ul style="list-style-type: none"> • TOSA • Administrators • Teachers • Special Education • Counselors • ILT 	Fall 2015 and ongoing	<ul style="list-style-type: none"> • SBAC results • Lesson plans • ILT minutes
Provide schoolwide interventions/boot camps for students who are scoring less than proficient in math and ELA prior to CAHSEE testing.	<ul style="list-style-type: none"> • TOSA • Administrators • Teachers • Special Education • Counselors 	Ongoing	<ul style="list-style-type: none"> • Boot camp sign-in sheets • Mock CAHSEE results • CAHSEE results • List of students identified as less than proficient in math and ELA
Continue staff development training for schoolwide writing instruction and rubric scoring (norming) expectations.	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators 	Ongoing	<ul style="list-style-type: none"> • Faculty Meeting Presentations • Schoolwide writing calendar • PLC Agendas/Minutes



GOAL 3

Enhance a school culture where all stakeholders feel a sense of connectedness and pride in the school as measured by increased participation in school/extracurricular activities.

RATIONALE

We believe that student success is increased when students are connected to school and community. It is also evident that students do better when parents are closely involved in their child's education.

Growth Targets

- Increase annually by 3% the number of students involved in at least one extracurricular activity.
- Increase annually by 3% the number of students and staff who attend schoolwide events, such as dances, sporting events, concerts, plays, etc.
- Increase annually by 3% the number of staff involved in at least activity or committee per year.
- Increase annually by 10% the number of parents as participants in the PTSO.
- Increase annually by 5% the number of parents that have an active AERIES account.
- Increase the number of parents of EL students attending ELAC meetings.
- Increase community attendance at schoolwide events (such as sporting events, VAPA productions, and senior project interviews)

ESLRs Addressed

- Effective Communicators
- Engaged Learners
- Exceptional Citizens

Resources

- | | |
|---------------------------|---|
| • Title I Fund | • ParentLink |
| • District General Fund | • ROAR |
| • District/School Website | • 8 th Grade Registration |
| • Club Rush | • Principal's Newsletter |
| • Seminar | • Mobile labs |
| • Summer Mailer | • Interpreters and child care providers |
| • Peachjar | • Delayed start time |



Action Steps	Person(s) Responsible	Timeline	Evidence
Conduct parent technology nights to provide instruction/ assistance in technology use.	<ul style="list-style-type: none"> • Parents • Technology committee • Administration • Students 	Fall 2014 and Ongoing	<ul style="list-style-type: none"> • Surveys/sign ins • Exit slips • Active Aeries accounts • Emails
During program verification and various school events, PTSO will have a station for parent recruitment.	<ul style="list-style-type: none"> • Current PTSO members • Administration 	Summer 2015 and Ongoing	<ul style="list-style-type: none"> • PTSO membership • Applications • Sign-in sheets/minutes
Student club board members will promote their club and activities through seminar blitzes.	<ul style="list-style-type: none"> • Club Advisors • Student Board Members • ASB • Activities Director 	Spring 2015 and Ongoing	<ul style="list-style-type: none"> • Seminar teacher sign-ups • Club sign-in sheets
Coaches and advisors will encourage students to invite staff to games and/or performances.	<ul style="list-style-type: none"> • Coaches • Advisors • Students 	Spring 2015 and Ongoing	<ul style="list-style-type: none"> • Yearbook photos • Teacher letters • Staff attendance at events • Ticket sales
Provide staff time during faculty/delayed start meetings for committees to meet.	<ul style="list-style-type: none"> • Administrators • Teachers • Counselors 	Fall 2016 and Ongoing	<ul style="list-style-type: none"> • Delayed start minutes • Faculty agenda/minutes • Professional development days
Develop a monthly “club spotlight” to feature club activities/ programs to encourage student participation.	<ul style="list-style-type: none"> • Administrators • ASB • Activities Director • Teachers • Students 	Fall 2016 and Ongoing	<ul style="list-style-type: none"> • Club minutes • Club sign-in sheets • Club videos and calendars • Promotional materials (pamphlets, flyers, etc.)
Host community/ district events on site to promote school and neighborhood communication	<ul style="list-style-type: none"> • Administrators • District support • Civic center 	Summer 2014 and Ongoing	<ul style="list-style-type: none"> • Promotional materials • Communication records (Peachjar, etc.) • Sign-ins • Emails
Provide transportation for students to attend off-campus events.	<ul style="list-style-type: none"> • School site council • Teachers • Counselors/ Higher Education Coordinator • Activities Director 	Fall 2016 and Ongoing	<ul style="list-style-type: none"> • Field trip requests • Activity permits



Action Steps	Person(s) Responsible	Timeline	Evidence
Continue to develop events to increase parent participation in the school, such as report card night, coffee chats, school fairs, and AP showcase.	<ul style="list-style-type: none"> • All staff 	Ongoing	<ul style="list-style-type: none"> • Meeting minutes/agendas • School calendar • Promotional materials • Emails
Increase importance of parent attendance at Back-to-School Night, Open House, grade-level information nights, HEC late nights, college nights.	<ul style="list-style-type: none"> • Administration • Teachers • Counselors • HEC coordinator • VAPA department • PTSO • Think Together 	Ongoing	<ul style="list-style-type: none"> • Emails • Promotional materials • Communications records (Peachjar, ParentLink, etc.)

