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

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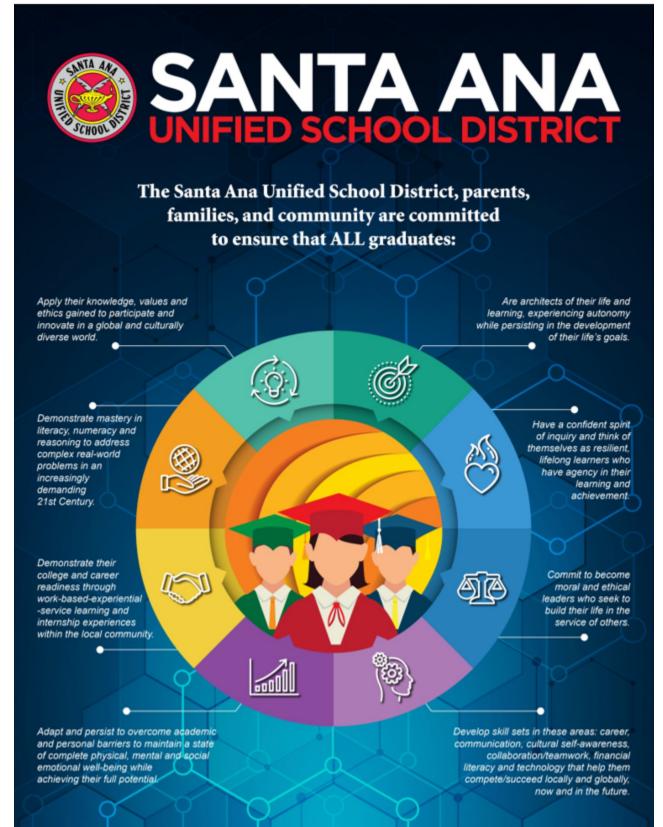
SAUSD Graduate Profile
In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified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

Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

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

School Climate and Vision Goal:
Segerstrom is committed maintaining a healthy, safe, and secure school environment through school wide implementation of fundamental structures and policies as well as Positive Behavior Intervention and Support (PBIS). All staff members will work collaboratively to implement a cohesive, effective, school-wide instructional program based on the California Common Core Standards, the school and district Vision/Mission statements, current accountability data (test results), and research-based instructional strategies in order to implement a rigorous, technology-driven educational program for all students.

Strategy/Activity 1
Schoolwide program to support student engagement, attendance, and a positive school culture and learning environment through implementation of homeroom activities, staff culture of high expectations, and college and cultural enrichment field trips.

Tier 1
- All students are expected to maintain high standards of student conduct and attendance to enhance quality instruction as described in the School Compact.

- To promote consistency and a culture of high expectations for all students, all administrators, counselors, teachers. and staff will understand and agree to common schoolwide expectations. The focus for 2023-24 campus expectations will be on responsible use of mobile technology, attendance/tardies, and dress code. Teachers will reinforce expectations in their classrooms as needed, including use of ROAR cards to reinforce positive behavior (WASC Goal 1). A student ROAR store is being implemented this year to give students opportunities to earn rewards for positive behavior and meeting school expectations.

- Student engagement is a focus of 2023-24. Weekly homeroom provides opportunities for building school culture through the following themed schoolwide lessons and activities: 1) Jaguar Support days for academic support, 2) Jaguar Legacy days to explore students college and career "Jaguar Legacy" project, 3) Jaguar Spirit days promote school spirit and student connections with one another, and 4) Office Hours to promote student agency in academics. Week of Welcome and Week of Winter Homeroom activities at the start of each semester are also used to promote student connectedness to the school. We will continue to revise and plan Homeroom to support all students, with an emphasis on student engagement, college and career readiness and academic support (WASC Goal 3).

- Student engagement, agency, and connectedness to the school will be promoted through creation of a Weekend Jags program where students are offered opportunities to extend and deepen learning experiences through Saturday workshops on a variety of topics.

- Segerstrom will provide support and mentorship for 9th grade students through our Link Crew program. This program will focus on mentoring 9th grade students to connect them with campus life with an emphasis on school culture, social-emotional learning, and inclusion (WASC Goal 3). Link Crew orientation for 9th graders will take place before the school year and will introduce students to campus expectations, facilities, and resouces. Link Crew leaders will be teamed with 9th grade homerooms and facilitate activities throughout the year within homeroom classes.

- Segerstrom will be purchasing items to build and foster a positive school-wide climate by adorning the campus with messages of positivity and a focus on academic success. These items will enhance the physical look of the campus and create a welcoming and encouraging environment for our students. Student Information Centers in the library and higher education center will be used in order to improve engagement with school events, connectedness to school and awareness of activities.

- Students are recognized through various methods including student of the six weeks and most improved student awards. Positive support and incentives for student attendance will be provided.

- Segerstrom will continue to support student connection to the school community through engagement with a wide variety of extracurricular activities and opportunities, including athletics, ASB, Afterschool Jags, and Link Crew (WASC Goal 3).

Tier 2
- Students have multiple layers of support: library staff and our computer technician provide technical help and troubleshooting. Counselors and attendance staff contact parents and families of students with absences.

- Segerstrom Title I programs will support field trips to engage students with the school and build a sense of school community. Cultural enrichment and career and college field trips are supported to introduce students to meaningful opportunities for learning and application and extension of classroom learning. Funds support field trips such as, but not limited to, local colleges, museums, theaters, businesses, Physics Day at Knotts, and other places of interest.

- Project Kinship intervention specialist will run a drug & alcohol diversion small group.

Tier 3
- Counselors hold virtual and in-person meetings and make parent calls to support students demonstrating chronic absenteeism. Our Segerstrom Coordination of Services Team (COST) identifies these students and develops plans, in consultation with parents, to improve student attendance and achievement. Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

- Project Kinship intervention specialist will provide conflict mediation, mentoring of at-promise students and supporting with absenteeism through homevisits and serving on the SART team. He will also provide interventions with students whose home situations indicate a need for additional support (e.g. family trauma, drug abuse, grief).

Budgeted Amount:
77,183.54

Strategy/Activity 2
College and Career Readiness
Program to support college and career readiness and a culture of rigor through implementation of 1) counseling supports, 2) professional development, and 3) AVID.

Tier 1
- Implement ASCA Model to decrease student to counselor ratio to 250 : 1 and implement MTMDSS Model for more thorough schoolwide student interventions. Increased numbers of counselors due to district hiring will provide additional support for students (WASC Goals 1 & 6). During registration, counselors review the transcript with the student to enroll them in courses that meet CSU and UC requirements. Students have the opportunity to enroll in dual enrollment college courses and receive both high school and college credit. Counselors meet with 9th and 10th grade students through their classes to create students' four-year plan and college readiness profile through the California College Guidance Initiative (CCGI) that emphasizes a-g requirements, career development, and college readiness. (WASC Goal 1). In addition, the higher education coordinator organizes Conference Days for each grade level to provide students with information on financial aid, college requirements and applications and career readiness. Students are supported in researching and completing college applications, financial aid applications, scholarship applications, internships, and other college-readiness opportunities through our Higher Education Center.

- Segerstrom supports equal open access to Advanced Placement (AP) courses and testing by encouraging students to enroll in AP courses and assisting them with gaining access to rigorous AP coursework and tests. AP library and study guide resources will be provided to all students, particularly targeting traditionally low-performing subgroups and low-SES students enrolled in AP classes. The school promotes Career Technical Education (CTE) pathways including a 3-year engineering STEM pathway and 2-year pathways in Child Development, photography/social media, and technical

theater. We also provide dual enrollment in courses within the school day for English 101 through our partnership with Santa Ana College.

- Segerstrom supports AP training for ALL teachers to support rigorous curriculum and high expectations in all classes.

- Student study skills and organization are an identified area of need. Student organization and study skills will be supported through schoolwide use of student agendas and lessons for students on study skills and organization, both for all students through classes and for identified groups of Tier 2 students. Schoolwide implementation of AVID strategies is supported by professional development of all teachers, including those not currently teaching AVID. Schoolwide training is provided on AVID strategies and we encourage all teachers to attend AVID conferences followed up by collaboration days to plan for implementation of AVID strategies in their classes. (WASC Goal 1).

- Segerstrom's Senior Project Committee is revising our Senior Project to support students' college and career readiness (WASC Goal 1).

Tier 2
- We support a strong AVID Program and currently dedicate seven sections of the master schedule to AVID, taught by six teachers in various departments. Title I funds support AVID-trained tutors providing additional support and after-hours tutoring, and collaboration and training days for AVID teachers. Segerstrom SSC prioritizes additional for college and career field trips for AVID students.

- Library and Higher Education Center (HEC) late nights involve extending hours to provide support for students to work on class work, college applications, and financial aid applications. Senior HEC late nights offered in the fall provide support with college applications and advising, and financial aid; HEC late nights offered in the spring focus on financial aid. Library extended hours provided additional study time and library services for students before and after school.

- Counselor-led group meetings will be held to communicate with students not on track for meeting graduation requirements. Sophomore students with multiple failing classes and parents/families will be invited to group meetings to develop academic improvement plans, and counselors will also hold meeting for students who are close to meeting a-g requirements to advise them of ways to regain a-g eligibility.

- Study skills workshops for students identified by staff and who self-identify as needing additional support with organization and study skills.

Tier 3
- Students not on track for meeting high academic standards for college and career readiness are supported in a variety of individualized ways including individual meetings with counselors, COST referrals, 504s, and/or IEPs where appropriate. Students are referred to academic tutoring through our academic support program or assigned to weekly tutorials with our academic support program or a similar program.

Budgeted Amount:
45,000

Strategy/Activity 3
Social-Emotional Wellness

Program that is intended to provide support and improve the socio-emotional wellness of students. Following the ASCA model, counselors support all students through a multi-dimensional, multi-tiered system of support (MDMTSS). Interventions are implemented according to Tier 1, Tier 2, and Tier 3 identified needs.

Tier 1
- Segerstrom promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All staff will be trained on mental health, Multi-Dimensional, Multi-Tiered Systems of Support (MDMTSS) and Social-Emotional Learning (SEL) (WASC Goal 6). Staff member representatives will attend the OCDE workshop series Cultivating Student Well-Being and share learning with staff. Segerstrom begins each semester with a special "Week of Welcome" schedule with daily homeroom and classroom SEL activities to promote student

connections and build positive classroom environments. Training of staff to lead and facilitate the Link Crew freshman mentoring programs will be supported.

- A positive school culture and learning environment will be fostered and maintained through the implementation and use of Positive Behavioral Interventions and Support (PBIS) strategies based on designated tiered levels of intervention. The goal of PBIS is to not only reduce suspensions and loss of instructional time but also encourage better student behavior (WASC Goal 6). The school Culture Committee/PBIS team meets regularly to work on setting school expectations, analyzing trends in student behavior, and developing effective interventions and supports; and communicates with staff through a bimonthly newsletter. To promote consistency and a culture of high expectations for all students, all administrators, counselors, teachers, and staff will understand and agree to common schoolwide expectations as part of Segerstrom's Fundamental System. The focus for 2023-24 campus expectations will be on responsible use of mobile technology, attendance/tardies, and dress code. Teachers will reinforce expectations in their classrooms, including use of ROAR cards to reinforce positive behavior (WASC Goal 1). A student ROAR store is being implemented this year to give students opportunities to earn rewards for positive behavior and meeting school expectations.

- Counselors will meet with students through classes to build relationships, share resources, and implement SEL lessons (WASC Goal 6).

- Segerstrom maintains a clean and well running school. Staff has reported, through staff meetings and the California School Climate Survey, that they feel that their school is a healthy, safe, and secure environment for students and staff.

- Segerstrom's annual We Care campaign, which includes schoolwide lessons as well as a schoolwide art contest, promotes mental health awareness and services (WASC Goal 6).

Tier 2
- Student achievement will be recognized and rewarded in a variety of ways, including Student of the Six Weeks, Most Improved GPA, Department Awards, Night of the Scholar, Senior Awards, and college signing day, as well as pep rallies and lunchtime activities.

- To support student experiencing trauma, social-emotional difficulty, and academic stuggles, counselors will be leading Xinachtli, which includes small group lessons and art activities to support social-emotional wellness.

- Segerstrom recognizes that physical activity offers many benefits to mental health. We offer multiple levels of athletic teams (frosh-soph, JV, and varsity wherever possible) in order to allow many students to experience the physical, social and mental benefits of physical activity. Additionally, students are also encouraged to participate in many clubs and activities facilitated by teachers and staff across campus that support creativity and wellbeing including Mental Health Awareness Club, Art Club, Acapella Club, Cooking Club, Finding Your Balance for Teens, Music Club, Rainbow Jags club, Overbooked club, and Ukelele classes.

- Group and individual parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus.

Tier 3
- Segerstrom will refine and communicate Coordination of Services Team (COST) protocols for recommending students for intervention systems and to connect them to SEL supports (WASC Goal 6).

- Students with high levels of anxiety, depression, and other socio-emotional issues and needing additional social-emotional supports are supported in a variety of individualized ways including through our counseling referral system (COST) referrals, 504s, and IEPs where appropriate. Support is provided to individuals through our on-site mental health specialists.

- Project Kinship intervention specialist will provide conflict mediation, mentoring of at-promise students and supporting with absenteeism through homevisits and serving on the SART team. He will also provide interventions with students whose home situations indicate a need for additional support (e.g. family trauma, drug abuse, grief).

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to

support school safety and students' social emotional wellness.

Budgeted Amount:

17,000

Strategy/Activity 4

21st Century Learning

Program to develop skill sets in technology to help students compete and succeed locally and globally now and in the future (SAUSD graduate profile). This includes modeling of technology skills, student access and authentic use of robust and relevant technology, and staff professional development in technology applications.

Tier 1

- Segerstrom is committed to expanding student access to technology at home and at school. Segerstrom began a 1:1 Chromebook program in the fall of 2015 and the program is now expanded to include Chromebooks for all students grades 9-12 as well as hotspot devices for students in need of internet access at home. Segerstrom is also providing 2 Chromebooks for each classroom for student use within classrooms, reducing lost instructional time when students forget devices or their devices are not charged. When students' devices have been damaged, students will have continued access to check out Chromebooks for school use through our Chromebook checkout labs. These mobile labs will also serve students whose parents have decided not to allow them to bring devices home as well as students who forget their devices or have not charged them.

- To create an engaging learning environment for all students, especially English Learners and other special populations, Segerstrom provides teachers and staff supplemental instructional materials, appropriate technology, supplemental science instructional materials, and continuous upgrades to technology tools in the classroom. All classrooms are equipped with technology tools such as Hi-flex monitors, interactive projectors, computer workstations, ipads, and document cameras. Current teacher and computer lab technology will be upgraded through an ongoing process; library and higher education center computer labs were recently upgraded to support student digital literacy, college & career readiness and a culture of 21st century learning and technology skills through our library and higher education center programs.

- Teacher laptops will be ordered to supplement teacher desktops in classrooms where needed. All teachers will have access to supplemental laptops, allowing teachers to increase their own mobility during instruction, facilitating interactions between the teachers and students. Teachers also use the laptops for collaboration and staff development. Because teachers are able to take their computer with them to training, they are able to more effectively take notes on strategies they could use, bookmark resources in their web browsers, and add apps and extensions during professional development. Laptops will be purchased as needed to support new teachers and to replace aging devices.

- Segerstrom will explore, pilot, and implement best interactive curriculum software to complement instructional practices, such as, but not limited to Actively Learn, Turnitin.com, GradeCam, Gizmos, Socrative, Run Club and EdPuzzle. SSC has also committed the financial support to send teachers to conferences/seminars to enhance knowledge and use of software and web resources in the classroom. Segerstrom's Technology Committee will also support teachers' use of technology-based instructional strategies and professional development focused on implementation of technology to engage, differentiate, and support student literacy will be encouraged for all staff (WASC Goal 4).

- The school promotes CTE pathways and dual enrollment to develop students' 21st Century skills (WASC Goal 1). Students have access to a three-year Engineering CTE pathway as well as CTE pathways in Child Development, Technical Theater, and Photography/Social Media. In these classes, students develop career-based skill sets. Segerstrom also offers dual enrollment through our partnership with Santa Ana College.

Tier 2

- Students who are becoming disengaged in school and have poor grades and test scores will be supported through COST and our counseling referral system and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning.

- To increase internet access outside of school, we also provide wireless hotspots for students who do not have internet access at home.

Tier 3
- Students consistently demonstrating low academic achievement will be put on an academic success plan or behavior plan where parents, teachers, and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of technology and 21st century learning.

Budgeted Amount:
35,472.46

Total Expenditures	174,656.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School English Language Arts Goal:
Segerstrom students will demonstrate the reading, writing, and language arts proficiency necessary to succeed in college and career through access to rigorous, technology-driven curriculum and instruction.

Strategy/Activity 1
Tier 1 Program – All Students
Segerstrom promotes a strong core academic program with a focus on effective communication and academic language through literacy across the curriculum. All stakeholders will be trained on strategies to promote reading and writing across curriculum, strategies to support the needs of English Learners and students with disabilities, and in the integration of hands-on learning to enrich, enhance, and ensure equal access to the core program for all students. Our Tier 1 ELA program includes the following:

- Segerstrom prioritizes professional development and collaboration to promote academic success and high expectations for all students. All teachers receive professional development to support academic skills of all students, with particular focus on literacy development of English Learner students and other subgroups. Ongoing training is provided on Common Core Standards, academic language, Advanced Placement, technology integration, AVID, and GATE strategies, and other district-provided staff development. The school's priority is to encourage teachers, counselors, and administrators to attend conferences specifically involving AVID, AP, English Learner support, and the use of technology in the classroom. Segerstrom is working to increase annually the number of AVID-trained teachers on site. Teachers of our English 9 Ethnic Studies and English 9 Ethnic Studies Honors courses participate in professional development and collaboration to deliver these new courses. A site-based Future Ready Instructional Coach works with teachers and staff to support implementation of best instructional practices.

- Segerstrom teachers collaborate on instruction and assessment to promote a culture of high expectations. Teachers share best practices and teaching methods or activities

that appear to be working well. Teacher collaboration is promoted to create consistent academic rigor and support. All teachers are part of several Professional Learning Communities (including interdisciplinary teams, course-alike PLCs, and departments) which meet on designated Mondays every month to analyze data and make adjustments to instruction based on the findings. Title I funds support additional collaboration during departmental and specific course-alike collaboration days for teachers to collaborate on intervention programs and extra planning to meet the needs of English learners, students with disabilities, and students who are not meeting course learning objectives (WASC Goals 1, 2, 3 & 4). School Site Council has also prioritized Strategic Planning time, which is paid time outside of the school day for staff to debrief and plan next instructional steps after conferences and training, conduct strategic planning for school-wide programs such as School-wide Reading, and plan and adjust curriculum.

- Instructional strategies and materials, including the use of computer programs and multimedia devices in all classrooms, will be used to actively engage students in the learning process and to assess student reading and writing. Major essays will be submitted to turnitin.com for accountability as well as individualized grammar feedback. Actively Learn, will be used within classrooms and at home to provide access to texts and supports to actively engage students in the learning process. The school will continue to promote student access to personalized online grammar instruction, such as "No Red Ink," through ELA classes to help personalize learning and differentiate instruction at the learning levels of all students. Students will use Socrative and GradeCam for assessments and Google Apps to create and collaborate on various types of documents and presentations. Students will have access to multiple online databases to conduct research and write research papers. Student use of technology for learning in the English Language Arts will be supported by staff development on technology tools to support reading, including document cameras, software, and web-based applications. Students are provided with updated software programs, hardware, and hotspots to ensure that all students have equal access.

- Academic competitions and other student opportunities that promote critical thinking skills and student engagement with literacy-based academic as an extension of classroom learning, such as but not limited to Mock Trial, Quiz Bowl, and Academic Decathlon, will be supported.

- Students in 12th grade Expository Reading and Writing Curriculum (ERWC) courses practice multiple reads of high-level expository texts and authentic writing tasks, in order to prepare students for non-remedial college English courses and to assist them in mastering the Common Core standards in writing.

- Assessment: Teachers continue to develop and implement common assessments, including common end-of-unit tests and semester final exams, and collaborate on instruction within course-alike teams (WASC Goal 4). All ninth and tenth grade students will participate in the progress monitoring growth MAP (Measure of Academic Progress) assessment for reading. Course-alike Professional Learning Communities (PLCs) will meet on designated delayed start days to examine student data and make adjustments to the curriculum based on the data. Teachers will be trained in the use of data to inform instruction, including MAP, SBAC and common assessments (WASC Goal 1 & 4). Teachers of eleventh grade English classes will promote student understanding of the SBAC test and development of required skills through use of Smarter Balanced style test questions to familiarize students with the test and assess mastery of standards (WASC Goal 1 & 4).

Budgeted Amount:
29,334

Strategy/Activity 2
Tier 1 Reading Program

Our Tier 1 Reading program includes the following:

- All students are expected to read and understand grade-level-appropriate materials in all content areas. Common reading comprehension strategies and other instructional strategies, including AVID strategies and focused notetaking, will be used in all classrooms to increase students' reading comprehension (WASC Goal 2). For English 9, 10 and 11 college preparatory courses, department-wide curriculum maps have been established to reflect StudySync curriculum with a focus on a-g requirements (WASC Goal 1) and instruction will be adjusted based upon student data. English 9 Ethnic Studies courses follow the district curriculum map and develop students' literacy skills while engaging in ethnic studies content required for graduation, including novels by authors representing a variety of perspectives.

- Segerstrom's Reading Program will promote reading in a variety of ways on campus in all departments. Students will apply the California Common Core reading standards to a range of text types from a broad range of cultures and periods, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. Segerstrom will promote use of community reading resources including audiobook and ebook resources available through Santa Ana Public Library as well as the district's and school's collections through Sora. Segerstrom will expand its ebook and audiobook collection to make digital resources more accessible to students. Segerstrom will expand its nonfiction library collection to meet student and course needs and provide students a wide range of text types. Segerstrom's library will provide support for student reading with additional funding as it becomes available. Title I funding will allow for the library to be opened for extended hours in the mornings and afternoons to support student access to reading materials, study space, study resources, and technology.

- Segerstrom's Reading Program includes a visit by the author of one of our core ethnic studies novels. During this author visit, which will take place within the school day, the author will speak about her books, her immigrant experiences, and her writing profession to inspire and motivate students to achieve their own goals and develop a passion for their creative potential. She will share with students how writing has helped her to transform herself from an undocumented immigrant to a university graduate to a successful author. Students will get a chance to interact with the author, ask questions, get their books signed, and be inspired by meeting real-life role models, especially female role models who have faced similar challenges. This will contribute to Segerstom building a culture of reading by encouraging students to read and celebrate books, and to see that writing one's own story on your own terms can be empowering and a way to uplift your community.

- School will supply additional novels and nonfiction books to departments to encourage reading and address specific content needs that aligns with and supplements curriculum (WASC Goal 1). Additional reading materials to be assigned through English Language Arts, Science, Social Science and World Language classes, such as Radium Girls in chemistry classes, The Martian (student edition) in engineering, and novels by Francisco Jimenez for Spanish classes.

- To promote a culture of reading, all students and staff will participate in school-wide reading. All students and staff will read a common, grade-level appropriate book. Student participation will be encouraged through book-based activities in classes in all departments and through supplemental lessons provided through homeroom classes (WASC Goal 1).

- Student independent reading is promoted in English classes and across the campus. Independent reading will be supported in ELA classes through purchase of high-interest, grade-level-appropriate novels and non-fiction texts and supported through ELA Literature Circles (WASC Goal 1). Professional development on reading best practices will be available as requested (WASC Goal 4).

- Students will have access to an AP library which provides high interest, rigorous, non-fiction books and novels. AP library will be offered to all students. Students will have access to AP study guides to support learning of all students in Advanced Placement classes, with funding as available.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:
17,000

Strategy/Activity 3
Our Tier 1 Writing Program includes the following:

- Segerstrom's Writing Across the Curriculum (WAC) program, based on Common Core Standards, will promote a schoolwide common understanding and practice of writing across all content areas. The focus for this year is on creation and implementation of course-alike prompts and writing activities to practice writing in all subject areas. The instructional leadership team members collect writing samples from their department and work together to identify focus areas of need for student writing. All teachers will take part in training and evaluation of Writing Across the Curriculum student assignments, developing a common understanding of student writing proficiency and literacy needs (WASC Goal 1 & 2).

- All students are expected to write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument. Common instructional strategies focusing on various stages of the writing process, such as TEPAC paragraph and Claims-Evidence-Reasoning (CER) writing model will be utilized. The TEPAC paragraph provides a format for paragraph writing that emphasizes the use of academic language and a structured approach to writing using Topic sentence, Evidence, Paraphrase, Analysis and Conclusion (TEPAC). These strategies enable students to connect existing knowledge, construct personal meaning, and elaborate beyond content in their writing which will be evident in their Writing Across the Curriculum assignments.

- Support for writing college personal insight questions and scholarship essays will be provided to students in after-school and Saturday tutorial sessions. In addition, all AVID and senior English teachers have received training for the UC personal insight questions in order to support students in these writing situations.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support. Students are provided with updated software programs, hardware, and hotspots to ensure that all students have equal access.

Budgeted Amount:

Strategy/Activity 4
Students in need of additional academic support and students who are becoming disengaged in school and showing poor attendance or negative behavior will be supported through group

interventions led by teachers and counselors. Staff collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Segerstrom's Coordination of Services Team (COST) evaluates student needs to identify appropriate Tier 2 interventions.Interventions include:

- Tutorial support will be conducted for students who are not meeting course expectations. Voluntary and mandatory departmental tutorials and targeted interventions provide support on an ongoing basis for those who need additional support (WASC Goal 1, 2 & 3). This support includes teacher tutorials, peer tutorials, test make-up sessions, and other opportunities as designed by the staff to meet the specific needs of each student (WASC Goal 1). PLC intervention programs encourage tutoring prior to test retakes (WASC Goal 1). Additional tutorials will be offered after school throughout the year through our Afterschool Jags Academic Support Program.

- Student engagement, agency, and connectedness to the school will be promoted through creation of a Weekend Jags program where students are offered opportunities to extend and deepen learning experiences through Saturday workshops on a variety of topics.

- Segerstrom will explore hiring college students as tutors for English 9 and 10 classes, assisting students in classrooms while the teacher is present. They will be able to work one-on-one and in small groups with students, assisting them with concepts they are having difficulty with. Tutoring before school, after school, and during lunch is also available for all students to support student achievement (WASC Goals 1, 2 & 3).

- Study hall periods during homeroom will allow built-in time for students to catch up on work and get additional support from homeroom teachers. Office Hours periods near the end of six-week grading periods give students extra time within the school day to self-select a class to attend to meet with teachers for small group instruction, tutoring, and re-testing (WASC Goals 1, 2, 3 & 6).

- Counseling for students who are failing or in danger of failing, including communications with parents and assignment to Academic Support Program or a similar program. A priority of the counseling department is to provide academic intervention in a timely manner to help address any obstacles that may be hindering students' academic success. Based on identified need, counselors lead group meetings for 10th grade students with multiple failing grades and their parents to provide academic resources.

- Group parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Providing academic, career, and social emotional supports for students is the primary function of the counseling department.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours. For students who are close to meeting A-G requirements, group meetings are held to ensure students know and make use of their options for making up credits for A-G eligibility.

- Most Improved GPA luncheons will be held to recognize students with improving academics.

Budgeted Amount:
5,000

Strategy/Activity 5

Students needing intensive support who are demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- One-on-one meeting with individual students, their parents, and their counselor. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and use the Aeries portal. Counselors continue to follow up throughout the year, including doing grade checks, communicating with teachers and parents, assisting individuals with organization and tutoring.

- Counselors also hold 1-on-1 counseling meetings to address students' social-emotional needs.

- Based on Homework cards, counselors meet with students with multiple missing assignments to discuss missing assignments and grades. Students complete an Academic Improvement Plan.

- Students demonstrating chronic absenteeism are placed on an Attendance Contract, with the Student Attendance Review Team (SART) meeting attended by the student, parent, administrator, and counselor.

- Behavior Support Plan, metal health support through Western Youth Services and Altamed, referral to Short Stop/Stop Short substance abuse programs, referral to 5-week on-campus Phoenix House program for substance abuse, referral to Project Kinship, counseling or presentations with our School Resource officer, School Attendance Review Board (SARB) attendance review and/or referral to other outside resources, such as the Santa Ana Cares initiative.

- Where needed, Segerstrom will also work with parents to develop 504 plans for students, refer for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours.

- Students without internet access at home are provided mobile hotspots or cell phones, allowing students to access online instructional materials off campus.

Budgeted Amount:

Total Expenditures	51,334.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School English Learner Progress Goal:
English language learners at Segerstrom will demonstrate the knowledge, skills, and values necessary for college and career readiness and for reclassification as fluent in English.

Strategy/Activity 1
Tier 1 - All English learner students will be provided integrated and designated English Language Development (ELD) instruction across the content areas to support them in acquiring academic English language proficiency. Support for our Tier 1 ELD program includes:

- Teachers and staff identify each of their English Learner (EL) students and their current ELPAC level on their rosters and seating charts in order to purposefully offer integrated and designated ELD instruction (WASC Goal 2). Teachers and staff will identify Redesignated Fluent English Proficient (RFEP) students who have been reclassified within 4 years in order to purposefully offer them SDAIE or other support strategies during regular instruction. Teachers will monitor the progress of their EL and RFEP students and offer interventions as necessary.

- Departments meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regards to English Learners. Staff meets in a variety of collaborative groups (departments, course-alike PLCs) to assist each other in the delivery of curriculum for English Learners (WASC Goals 2 & 4). Title I funds support additional collaboration during departmental and specific course-alike collaboration days for teachers to examine student data, create, and refine supports for English learners and students with disabilities, plan interventions, and create common assessments (WASC Goals 2 & 4).

- Segerstrom prioritizes professional development and collaboration to support academic skills of English learners and other multilingual students, including English learners with IEPs. Literacy is a core focus of professional development. Professional development in support of English learners will focus on literacy development in all subjects, and accessing and using data to identify English Learners and specific, appropriate classroom instructional strategies (WASC Goal 2). Teachers create and participate in training on AVID strategies, literacy skills, and data analysis, as well as ongoing support and training on software and cloud applications (WASC Goal 1). AVID strategies such as focused note-taking and WICOR have been included in school wide trainings and are implemented in many classrooms. Title I supports professional development outside of the school through conferences and seminars, with some travel required.

- Teachers and staff will promote attainment of the State Seal of Biliteracy. Professional development and collaboration between teachers and counselors will be promoted to increase the number of recipients of the State Seal of Biliteracy.

- Teachers will also use common instructional strategies, such as AVID strategies, focused note taking, vocabulary building, and reading comprehension strategies to improve student success in a challenging, standards-based curriculum based on the Common Core Standards. These instructional strategies will include English Language Development opportunities within the specific content areas. Teachers will use Common Core strategies such as close reading, collaborative conversations, and others to improve student language development. A variety of instructional strategies, including integration of technology, are utilized by all teachers to actively engage English Learner students in the learning process. (WASC Goals 1 & 2)

- Materials that assist students in seeing, understanding, and applying what they learn will be purchased to provide students successful access to grade level curriculum. This includes providing hands on experience and interactive technology, to help students see what they are learning. Academic vocabulary books will be used to support students' aquisition of academic language. We will continue use of multi-media and online technology to make content more accessible for students including the use of videos and captions through EdPuzzle and other sites, screencasts to allow students to pause instruction and watch at their own pace, and use of online learning platforms to organize instruction and make lessons available. Students are provided with updated software programs, hardware, and hotspots to ensure that all students have equal access. Content area classes use materials such as calculators, highlighters, colored post-it, chart paper, whiteboards and other collaborative materials that allow students to complete assignments. Color coding helps students understand new concepts and assists them in checking for understanding. In addition, Makerspace, which is located in the library, gives students the opportunity to create 3D models and cross-curricular projects giving them a hands on experience that clarifies what they are being taught in class. All of these materials are used to bridge the gap, making the core curriculum accessible and to enrich and enhance classroom instruction across the content curriculum for English Learners.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:
24,000

Strategy/Activity 2
Students in need of additional academic support and students who are becoming disengaged in school and showing poor attendance or negative behavior will be supported through group interventions led by teachers and counselors. Staff collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Segerstrom's Coordination of Services Team (COST) evaluates student needs to identify appropriate Tier 2 interventions. Interventions include:

- ELPAC bootcamp, language-based intervention during the school day, will be offered to English learners who are not on track to make progress in English proficiency.

- Tutorial support will be conducted for students who are not meeting course expectations. Voluntary and mandatory departmental tutorials and targeted interventions provide support on an ongoing basis for those who need additional support (WASC Goal 1, 2 & 3). This support includes teacher tutorials, peer tutorials, test make-up sessions, and other opportunities as designed by the staff to meet the specific needs of each student (WASC Goal 1). PLC intervention programs encourage tutoring prior to test retakes (WASC Goal 1). Additional tutorials will be offered after school throughout the year through our Afterschool Jags Academic Support Program.

- Student engagement, agency, and connectedness to the school will be promoted through creation of a Weekend Jags program where students are offered opportunities to extend and deepen learning experiences through Saturday workshops on a variety of topics.

- Study hall periods during homeroom will allow built-in time for students to catch up on work and get additional support from homeroom teachers. Office Hours periods near the end of six-week grading periods give students extra time within the school day to self-select a class to attend to meet with teachers for small group instruction, tutoring, and re-testing (WASC Goals 1, 2, 3 & 6).

- Counseling for students who are failing or in danger of failing, including communications with parents and assignment to Academic Support Program or a similar program. A priority of the counseling department is to provide academic intervention in a timely manner to help address any obstacles that may be hindering students' academic success. Based on identified need, counselors lead group meetings for 10th grade students with multiple failing grades and their parents to provide academic resources.

- Group parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Providing academic, career, and social emotional supports for students is the primary function of the counseling department.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours. For students who are close to meeting A-G requirements, group meetings are held to ensure students know and make use of their options for making up credits for A-G eligibility.

- Most Improved GPA luncheons will be held to recognize students with improving academics.

Budgeted Amount:
5,000

Strategy/Activity 3
Students needing intensive support who are demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- One-on-one meeting with individual students, their parents, and their counselor. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and use the Aeries portal. Counselors continue to follow up throughout the year, including doing grade checks, communicating with teachers and parents, assisting individuals with organization and tutoring.

- Counselors also hold 1-on-1 counseling meetings to address students' social-emotional needs.

- Based on Homework cards, counselors meet with students with multiple missing assignments to discuss missing assignments and grades. Students complete an Academic Improvement Plan.

- Students demonstrating chronic absenteeism are placed on an Attendance Contract, with the Student Attendance Review Team (SART) meeting attended by the student, parent, administrator, and counselor.

- Behavior Support Plan, metal health support through Western Youth Services and Altamed, referral to Short Stop/Stop Short substance abuse programs, referral to 5-week on-campus Phoenix House program for substance abuse, referral to Project Kinship, counseling or presentations with our School Resource officer, School Attendance Review Board (SARB) attendance review and/or referral to other outside resources, such as the Santa Ana Cares initiative.

- Where needed, Segerstrom will also work with parents to develop 504 plans for students, refer for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours.

- Students without internet access at home are provided mobile hotspots or cell phones, allowing students to access online instructional materials off campus.

Budgeted Amount:

Total Expenditures	29,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School Math Goal:
Segerstrom students will demonstrate grade-level math proficiency, effective problem solving and reasoning skills, and the ability to use appropriate mathematical tools strategically in order to become productive citizens in the 21st century.

Strategy/Activity 1
Tier 1 – All Students

Segerstrom promotes a strong core academic program with a focus on effective problem solving and reasoning skills, and the ability to use appropriate mathematical tools strategically through the following:

- Common math instructional strategies and assessments will be used to enhance student learning. All students are expected to utilize logical reasoning inherent in the study of mathematics, which allows for applications to a broad range of situations in which answers to practical problems can be found with accuracy. Common logical reasoning strategies will be utilized in all classrooms to connect existing knowledge, construct meaning, and modify their own learning (WASC Goals 1 & 4). Instructional materials to support student mathematical learning will be purchased with funding as available.

- Department-wide curriculum maps and alignment to standards have been established with a focus on a-g requirements (WASC Goal 1) and will be adjusted based upon student data (WASC Goals 2, 3 & 4). The math department will use online CPM (College Prep Math) curriculum to encourage student collaboration and critical thinking skills. Starting in 2022-23 a math course, Introduction to Data Science (IDS), was made available to students to provide an option for a rigorous third or fourth year math course alternative to math analysis honors and calculus.

- Professional development on best practices in mathematics and mathematical reasoning will be made available to staff members (WASC Goal 5). Teacher collaboration is promoted to create consistent academic rigor and support. All teachers are part of several Professional Learning Communities (including interdisciplinary teams, course-alike PLCs, and departments) which meet on designated Mondays every month to analyze data and make adjustments to instruction based on the findings. Title I funds support additional collaboration during departmental and specific course-alike collaboration days for teachers to collaborate on intervention programs and extra planning to meet the needs of English learners, students with disabilities, and students who are not meeting course learning objectives (WASC Goals 1, 2, 3 & 4).

- Students will be encouraged to explore and apply STEAM learning through Segerstrom's Femineers, Library Makerspace, and Robotics programs, and professional development of teachers leading these programs will be supported. These programs are open to all students to give students the opportunity to create 3D models and cross-curricular projects giving them hands-on experiences that clarify what they are being taught in classes. These are open-access programs; in addition, teachers from physics and engineering classes refer students who are having difficulty learning concepts to the Library Makerspace for additional hands-on experience with classroom concepts. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. All of these materials are used to bridge the gap, making the core curriculum accessible for English Learners and struggling students. Library Makerspace engages students with hands-on learning of STEAM concepts such as 3D printing and coding, while Femineers promotes engagement of historically under-represented students in engineering through project-based robotics and coding experiences. The Femineer program is a rigorous, well structured, well vetted and highly engaging robotics program created by Cal Poly Pomona.

- Segerstrom will explore opportunities to expand students' STEAM learning and build career-ready skills through development of a drone soccer esports program. This program will be connected to the ELA esports pathway and CTE engineering pathway and give students experience in the growing industry of drone applications through hands-on experience programming, building, and flying drones as well as planning events for this new program.

- Assessment: Teachers continue to develop and implement common assessments, including common end-of unit tests and semester final exams, and collaborate on instruction within course-alike teams (WASC Goal 1). Assessment of students' math learning will provide feedback on students' areas of strength and growth. All ninth and tenth grade students will participate in the progress monitoring growth MAP (Measure of Academic Progress) assessment for mathematics. Teachers will be trained in the use of data to inform instruction, including MAP, SBAC and common assessments (WASC Goal 1 & 4)). All math members participate in Common Core curriculum implementation and lesson planning which incorporate skills necessary for SBAC assessment.

- Segerstrom will increase student access to technology-based applications to support instruction and as secondary tutorial resources. We provide departmental software programs and applications, including calculator emulators for use with interactive projectors, to increase the variety of instructional strategies and assessment options. Teacher technology to demonstrate and model problem-solving and to assist with increasing teacher/student interactions, including, but not limited to, document cameras and tablets, will be supported.

- Segerstrom prioritizes professional development and collaboration to promote academic success and high expectations for all students. All teachers receive professional development to support academic skills of all students, with particular focus on literacy skills of English Learner students and other subgroups (WASC Goal 2). Ongoing training is provided on Common Core Standards, academic language, Advanced Placement, technology integration, AVID, and GATE strategies, and other district-required staff development. The school's priority is to encourage teachers, counselors and administrators to attend conferences specifically involving AVID, AP, English Learner support, and the use of technology in the classroom. Segerstrom is working to increase annually the number of AVID-trained teachers on site. A site-based Future Ready Instructional Coach works with teachers and staff to support the implementation of best instructional practices.

- Teacher collaboration is promoted to create consistent academic rigor and support. All teachers are part of several Professional Learning Communities (including interdisciplinary teams, course-alikes, and departments) which meet on designated Mondays every month to analyze data and make adjustments to instruction based on the findings (WASC Goal 4). Title I funds support additional collaboration during departmental and specific course-alike collaboration days for teachers to examine student data, create and refine supports for English learners and students with disabilities, plan interventions, and create common assessments (WASC Goals 1, 2, 3 & 4). SSC has also prioritized Strategic Planning time, which is paid time outside of the school day for staff to debrief and plan next instructional steps after conferences and training, conduct strategic planning for schoolwide programs such as Schoolwide Reading, and plan and adjust curriculum. A site-based Future Ready Instructional Coach works with teachers and staff to support the implementation of best instructional practices.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement. Students are provided with updated software programs, hardware and hotspots to ensure that all students have equal access.

Budgeted Amount:
37,000

Strategy/Activity 2

Students in need of additional academic support and students who are becoming disengaged in school and showing poor attendance or negative behavior will be supported through group interventions led by teachers and counselors. Staff collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Segerstrom's Coordination of Services Team (COST) evaluates student needs to identify appropriate Tier 2 interventions. Interventions include:

- College students will be hired as tutors for Algebra I and Geometry classes, assisting students in classrooms while the teacher is present. They will be able to work one-on-one and in small groups with students, assisting them with concepts they are having difficulty with. Tutoring before school, after school, and during lunch is also available for all students to support student achievement (WASC Goals 1, 2 & 3).

- Tutorial support will be provided for students who are not meeting course expectations. Voluntary and mandatory departmental tutorials and targeted interventions provide support on an ongoing basis for those who need additional support (WASC Goal 1, 2 & 3). This support includes teacher tutorials, peer tutorials, test make-up sessions, and other opportunities as designed by the staff to meet the specific needs of each student (WASC Goal 1). PLC intervention programs encourage tutoring prior to test retakes (WASC Goal 1). Additional tutorials will be offered after school throughout the year through our Afterschool Jags Academic Support Program.

- Study hall periods during homeroom will allow built-in time for students to catch up on work and get additional support from homeroom teachers. Office Hours periods near the end of six-week grading periods give students extra time within the school day to self-select a class to attend to meet with teachers for small group instruction, tutoring, and re-testing (WASC Goals 1, 2, 3 & 6).

- Counseling for students who are failing or in danger of failing, including communications with parents and assignment to Academic Support Program or a similar program. A priority of the counseling department is to provide academic intervention in a timely manner to help address any obstacles that may be hindering students' academic success. Based on identified need, counselors lead group meetings for 10th grade students with multiple failing grades and their parents to provide academic resources.

- Group parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Providing academic, career, and social emotional supports for students is the primary function of the counseling department.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours. For students who are close to meeting A-G requirements, group meetings are held to ensure students know and make use of their options for making up credits for A-G eligibility.

- Most Improved GPA luncheons will be held to recognize students with improving academics.

Budgeted Amount:
65,000

Strategy/Activity 3

Students needing intensive support who are demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- One-on-one meeting with individual students, their parents, and their counselor. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and use the Aeries portal. Counselors continue to follow up throughout the year, including doing grade checks, communicating with teachers and parents, assisting individuals with organization and tutoring.

- Counselors also hold 1-on-1 counseling meetings to address students' social-emotional needs.

- Based on Homework cards, counselors meet with students with multiple missing assignments to discuss missing assignments and grades. Students complete an Academic Improvement Plan.

- Students demonstrating chronic absenteeism are placed on an Attendance Contract, with the Student Attendance Review Team (SART) meeting attended by the student, parent, administrator, and counselor.

- Behavior Support Plan, metal health support through Western Youth Services and Altamed, referral to Short Stop/Stop Short substance abuse programs, referral to 5-week on-campus Phoenix House program for substance abuse, referral to Project Kinship, counseling or presentations with our School Resource officer, School Attendance Review Board (SARB) attendance review and/or referral to other outside resources, such as the Santa Ana Cares initiative.

- Where needed, Segerstrom will also work with parents to develop 504 plans for students, refer for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours.

- Students without internet access at home are provided mobile hotspots or cell phones, allowing students to access online instructional materials off campus.

Budgeted Amount:

Total Expenditures	102,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment
Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.
School Content Area Goal:
All staff members will work collaboratively to implement a cohesive, effective, schoolwide instructional program based on rigorous academic standards, the Vision and Mission statements, Expected Schoolwide Learning Results (ESLRs), test results, and sound, research-based curricular strategies required to effectively implement a standards-based educational program. This schoolwide collaboration will allow Segerstrom to continue to meet all established student achievement targets.

Strategy/Activity 1
Tier 1 - All Students

Segerstrom promotes a strong core academic program in the areas of science, social science, and world languages though the following:

- Teacher laptops will be ordered to supplement teacher desktops in classrooms where needed. In 2019-20, Segerstrom completed a technology refresh cycle that provided supplemental laptops to all teachers, allowing teachers to increase their own mobility during instruction, facilitating interactions between the teachers and students. Teachers also use the laptops for collaboration and staff development. Because teachers are able to take their computer with them to training, they are able to more effectively take notes on strategies they could use, bookmark resources in their web browser, and add apps and extensions during professional development. Laptops will be purchased as needed to support new teachers and to replace aging devices.

- Segerstrom will implement interactive curriculum software to complement instructional practices, in core subject areas, such as, but not limited to Labster and Gizmos. SSC has also prioritized sending teachers to conferences and workshops to enhance knowledge and use of software in the classroom, particularly software to support student literacy, and the learning of ELs and students with IEPs.

- Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands-on experience and interactive technology, to help students see what they are learning. Content area classes use materials such as lab materials, calculators, highlighters, colored post-it, chart paper, whiteboards and other collaborative materials that allow students to complete assignments. Color coding helps students understand new concepts and assists them in checking for understanding. In addition, Makerspace, which is located in the library, gives students the opportunity to create 3D models and cross curricular projects giving them hands-on experiences that clarify what they are being taught in class. All of these materials are used to bridge the gap, making the core curriculum accessible and to enrich and enhance classroom instruction across the content curriculum for all students.

- The school elective program (f and g courses) reflects a rigorous course selection with the inclusion of Career Technical Education (CTE) /STEM programs and additional world languages, supported throughout the master schedule and with funding as it becomes available. CTE courses are offered on campus in Introduction to Engineering, Principles of Engineering, Aerospace Engineering, Video Production, Digital Photography, and Child Development, and Technical Theater (WASC Goal 1). Other CTE programs are offered to students on other campuses throughout the district.

- Segerstrom prioritizes professional development and collaboration to promote academic success and high expectations for all students. All teachers receive professional development to support academic skills of all students, with particular focus on literacy skills of English Learner students and other subgroups (WASC Goal 2). Ongoing training is provided on Common Core Standards, academic language, Advanced Placement, technology integration, AVID, and GATE strategies, and other district-required staff development. The school's priority is to encourage teachers, counselors and administrators to attend conferences specifically involving AVID, AP, English Learner support, and the use of technology in the classroom. Segerstrom is working to increase annually the number of AVID-trained teachers on site. Teachers will be trained in the use of data to inform instruction, including MAP, SBAC and common assessments (WASC Goal 1 & 2). A site-based Future Ready Instructional Coach works with teachers and staff to support the implementation of best instructional practices.

- Teacher collaboration is promoted to create consistent academic rigor and support. All teachers are part of several Professional Learning Communities (including interdisciplinary teams, course-alike PLCs, and departments) which meet on designated Mondays every month to analyze data and make adjustments to instruction based on the findings. Title I funds support additional collaboration during departmental and specific course-alike collaboration days for teachers to collaborate on intervention programs and extra planning to meet the needs of English learners, students with disabilities, and students who are not meeting course learning objectives (WASC Goals 1, 2, 3 & 4). SSC has also prioritized Strategic Planning time, which is paid time outside of the school day for staff to debrief and plan next instructional steps after conferences and training, conduct strategic planning for schoolwide programs, and plan and adjust curriculum.

- Teachers continue to develop and implement common assessments, including common end-of unit tests and semester final exams, and collaborate on instruction within course-alike teams (WASC Goals 1 & 4).

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:
9,500

Strategy/Activity 2
Students in need of additional academic support and students who are becoming disengaged in school and showing poor attendance or negative behavior will be supported through group interventions led by teachers and counselors. Staff collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation. Segerstrom's Coordination of Services Team (COST) evaluates student needs to identify appropriate Tier 2 interventions. Interventions include:

- Tutorial support will be conducted for students who are not meeting course expectations. Voluntary and mandatory departmental tutorials and targeted interventions provide support on an ongoing basis for those who need additional support (WASC Goal 1, 2 & 3). This support includes teacher tutorials, peer tutorials, test make-up sessions, and other opportunities as designed by the staff to meet the specific needs of each student (WASC Goal 1). PLC intervention programs encourage tutoring prior to test retakes (WASC Goal 1). Additional tutorials will be offered after school throughout the year through our Afterschool Jags Academic Support Program.

- Study hall periods during homeroom will allow built-in time for students to catch up on work and get additional support from homeroom teachers. Office Hours periods

near the end of six-week grading periods give students extra time within the school day to self-select a class to attend to meet with teachers for small group instruction, tutoring, and re-testing (WASC Goals 1, 2, 3 & 6).

- Counseling for students who are failing or in danger of failing, including communications with parents and assignment to Academic Support Program or a similar program. A priority of the counseling department is to provide academic intervention in a timely manner to help address any obstacles that may be hindering students' academic success. Based on identified need, counselors lead group meetings for 10th grade students with multiple failing grades and their parents to provide academic resources.

- Group parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Providing academic, career, and social emotional supports for students is the primary function of the counseling department.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours. For students who are close to meeting A-G requirements, group meetings are held to ensure students know and make use of their options for making up credits for A-G eligibility.

- Most Improved GPA luncheons will be held to recognize students with improving academics.

Budgeted Amount:
5,000

Strategy/Activity 3
Students needing intensive support who are demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- One-on-one meeting with individual students, their parents, and their counselor. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and use the Aeries portal. Counselors continue to follow up throughout the year, including doing grade checks, communicating with teachers and parents, assisting individuals with organization and tutoring.

- Counselors also hold 1-on-1 counseling meetings to address students' social-emotional needs.

- Based on Homework cards, counselors meet with students with multiple missing assignments to discuss missing assignments and grades. Students complete an Academic Improvement Plan.

- Students demonstrating chronic absenteeism are placed on an Attendance Contract, with the Student Attendance Review Team (SART) meeting attended by the student, parent, administrator, and counselor.

- Behavior Support Plan, metal health support through Western Youth Services and AltaMed, referral to Short Stop/Stop Short substance abuse programs, referral to 5-week on-campus Phoenix House program for substance abuse, referral to Project Kinship, counseling or presentations with our School Resource officer, School Attendance Review Board (SARB) attendance review and/or referral to other outside resources, such as the Santa Ana Cares initiative.

- Where needed, Segerstrom will also work with parents to develop 504 plans for students, refer for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours.

- Students without internet access at home are provided mobile hotspots or cell phones, allowing students to access online instructional materials off campus.

Budgeted Amount:

Total Expenditures	14,500.00

Goal 6 - Parent Engagement

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

School Parent Engagement Goal:
Segerstrom will continue to increase parent and community partnerships to contribute to student achievement and a healthy, safe, and secure school environment. The school is committed to increasing parent/community participation by holding meetings related to their child's needs and using technology to establish constant communication for parents.

Strategy/Activity 1
Segerstrom will promote a highly connected, well-informed school community through regular communications in English and Spanish. Segerstrom's Wellness Center and Family and Community Engagement (FACE) Liaison plays a key role in meeting parent needs and communicating information. Our parent engagement program is described below:

Parenting: Segerstrom High School builds parent and community partnerships through parent meetings that contribute to student achievement in healthy, safe and secure environments. Based on parent feedback through surveys, parent meetings, and committee suggestions, Segerstrom offers a wide range of parent meetings, including free parent education workshops and presentations on topics including parenting (Disciplina Positiva), mental health, drugs and alcohol, assisting your child in a crisis, understanding giftedness (GATE), and suicide prevention; and other parent meetings with guest speakers and other experts on a wide range of parenting issues.

Communication: Segerstrom is committed to providing regular two-way communication with families about student learning, including our school goals, vision, testing, and events (WASC Goal 2). School-home communications include delivery of 6-week progress reports produced by the district and informing parents about academic performance and campus and district events through a variety of electronic systems, including email, ParentSquare (for two-way message boards, automated calls, and text messages) and Aeries Parent Portal (for individual student records including grades, attendance, and Google Classroom/Canvas access codes). Ongoing information throughout the school year is available on the school's website, which can be translated into numerous languages, and through email, voice messages and text messages in ParentSquare, which are in English and Spanish. ParentSquare allows for message-board-like two-way communication, allowing parents to easily provide feedback and ask questions. Social media is also used by Segerstrom groups such as ASB, Library, Afterschool Jags, Higher Education Center, and school administration to inform and reach out to families and community members.

Extending Learning at Home: Segerstrom assists parents in supporting their students' learning by providing counseling newsletters and counselor-led parent meetings focused on college readiness, as well as individual calls and meetings as needed. Parents have ongoing access to student grades and assignments through Aeries. Assistance to parents needing to set up or access Aeries, ParentSquare or email accounts to communicate with teachers is provided by Segerstrom's FACE Liaison through Connect to Learning meetings. Segerstrom will implement local college trips for parents to deepen understanding of college options and further build home support for Segerstrom's college-going culture.

Decision Making and Developing Parent and Family Leaders: Segerstrom actively recruits and trains parent leaders for Title I committees—English Learner Advisory Committee (ELAC) and School Site Council (SSC)—and promotes involvement and leadership in school booster organizations. Segerstrom's Athletic and Performing Arts Departments encourage the parent leadership in booster groups to help support activities and communicate equipment and facility

needs to the administration. Segerstrom seeks parent input on school programs, including the following meetings in which parents are given the opportunity to provide feedback and ask questions about school programs: Local Control Accountability Plan (LCAP) parent meetings, School Site Council, and ELAC.

Collaborating with the Community: Segerstrom High School collaborates with local community members and groups to strengthen school programs and support families. Our FACE liaison and counseling team work with local groups to bring in guest speakers, on topics such as Disciplina Positiva, CalOptima, CTE, mental health and financial aid, and to connect family members with community resources, such as identifying families for holiday donations and meals.

In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Segerstrom invites parents to special events such as Back to School, Open House, boosters sports events, and parent meetings, classes and workshops, as well as athletic and performing arts programs parent meetings at the beginning of seasons. We invite parents to end-of-season athletic awards banquets and also invite parents, staff and community members to tailgate meals before sporting events. The school leadership and our FACE Liaison work in partnership to recruit parents for school events. We invite parents and community members to celebrate student successes through recognitions for student achievement, performance, and improvement , including department awards, senior night, perfect attendance and end-of-season banquets for sports teams.

To provide flexibility for parents to attend meetings from home, parent engagement activities and large groups are meetings are held in person or virtually through Zoom. SSC has prioritized funding for childcare and light refreshments for parent and family meetings.

Budgeted Amount:
8,500

Strategy/Activity 2
Parents of students who need additional academic support and students who are becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions, including the following:

- Regular updates are provided to parents about individual student achievement through parent conferences and meetings as well as phone calls and email by teachers, counselors, and other support staff. Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards. Individual parent meetings are held in-person, with virtual (Zoom or Google Meet) options offered to parents who are unable to come to campus.

- Parents and families are informed of tutorial support options, including tutoring before school, after school, and during lunch to support student achievement. Voluntary and mandatory departmental tutorials and targeted interventions provide support on an ongoing basis for those who need additional support (WASC Goal 1, 2 & 3).

- Counseling for students who are failing or in danger of failing, including communications with parents and assignment to Academic Support Program or a similar program. A priority of the counseling department is to provide academic intervention in a timely manner to help address any obstacles that may be hindering students' academic success. Based on identified need, counselors lead group meetings for 10th grade students with multiple failing grades and their parents to provide academic resources.

- Group parent conferences will be facilitated as necessary to assure student success and access to intervention and support programs throughout the campus. Providing academic, career, and social emotional supports for students is the primary function of the counseling department.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours. For students who are close to meeting A-G requirements, group meetings are held to ensure students know and make use of their options for making up credits for A-G eligibility.

- Segerstrom partners with parents in creating behavior contracts to identify and reduce problem behavior and following through with student attendance at assigned tutoring and interventions.

- Teachers provide parents and families ongoing access to student grades and assignments through Aeries. The FACE liaison assists parents and families who need help accessing Aeries.

- Our FACE Liaison invites targeted groups of parents to relevant workshops and meetings, including individual phone calls and texts.

Budgeted Amount:

Strategy/Activity 3
Students needing intensive support who are demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- One-on-one meeting with individual students, their parents, and their counselor. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aid, and career readiness. Parents are given strategies to support their children and use the Aeries portal. Counselors continue to follow up throughout the year, including doing grade checks, communicating with teachers and parents, assisting individuals with organization and tutoring.

- Based on Homework cards, counselors meet with students with multiple missing assignments to discuss missing assignments and grades. Students complete an Academic Improvement Plan.

- Students demonstrating chronic absenteeism are placed on an Attendance Contract, with the Student Attendance Review Team (SART) meeting attended by the student, parent, administrator, and counselor.

- Behavior Support Plan, metal health support through Western Youth Services and AltaMed, referral to Short Stop/Stop Short substance abuse programs, referral to 5-week on-campus Phoenix House program for substance abuse, referral to Project Kinship, counseling or presentations with our School Resource officer, School Attendance Review Board (SARB) attendance review and/or referral to other outside resources, such as the Santa Ana Cares initiative.

- Where needed, Segerstrom will also work with parents to develop 504 plans for students, refer for special education testing, or update a student's Individualized Education Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

- Summer School, APEX Credit Recovery, Bridge Program night school, zero period classes, REACH Academy evening classes, and CTE classes are provided for those students who are not on track to meet graduation requirements and for those students who would like to explore other educational opportunities. Access for all students, particularly special population students, will be provided for career technical education via CTE classes during the school day as well as after school hours.

- Students without internet access at home are provided mobile hotspots or cell phones, allowing students to access online instructional materials off campus.

Budgeted Amount:

Total Expenditures	8,500.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	174,656.00
Goal Area 2, English Language Arts	51,334.00
Goal Area 3, English Learner Progress	29,000.00
Goal Area 4, Math	102,000.00
Goal Area 5, Content Area Goal	14,500.00
Goal Area 6, Parent Engagement	8,500.00
Total Funds Budgeted	379,990