



SEGERSTROM HIGH SCHOOL MID-CYCLE REPORT

2301 West MacArthur Boulevard, Santa Ana CA 92704

Santa Ana Unified School District

March 19th, 2025

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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1: School Description (1 page max)

Background of School: Segerstrom High (Segerstrom) is a fundamental school, defined by both philosophy and expectations since its opening in 2005. As both a "school of choice" and a neighborhood school, Segerstrom students come from two sources. Priority enrollment is granted to students who reside within the designated school attendance boundaries. Siblings of students can attend as well. Remaining availability is allotted through a district lottery system. All parents, students, and staff must sign an agreement and abide by that agreement in completing assignments, maintaining good attendance habits, and complying with the various other policies of the school. As a fundamental high school, Segerstrom provides a comprehensive, standards-based core curriculum grounded on high expectations and accountability for all. Primary emphasis is on a highly structured program of basic academic literacy skills and enrichment with additional emphasis on the establishment of strong study and organizational skills. The school seeks to instill within each student a sense of responsibility, positive self-image and pride in accomplishment. Literacy is the focal point, with students expected to practice the pillars of Student Learning Outcomes (Resilience, Ownership, Achievement and Respect) through the written process. Segerstrom's staff has made a commitment to create a college-bound culture where academic excellence meets student accountability, dedicated to ensuring that every student meets or exceeds four-year university requirements.

See [Segerstrom Demographic Data](#) for detailed enrollment and demographic data (ethnicity, language, gender, free/reduced price meals, language proficiency) for each year from 2022-2025

- **English Learners - 12.13% - 280 students (as of 1/16/25)**
- **Special Education/504 Designated - 275 students- 9.1% (1/16/25)**

Link to Programs offered

In addition to the [class requirements outlined by the district](#) necessary for graduation, Segerstrom High School [offers other courses](#) as well as on and off-campus dual-enrollment courses through a partnership with Santa Ana College. Students can take any 100-level courses provided they meet prerequisites. Sports are a strong emphasis at our school with all sports listed on our [athletics website](#).

Academic Data:

- [In 2024, 11th-grade students showed considerable growth on the SBAC tests the last few years across all subject areas, especially in ELA.](#) Growth in 11th-grade English scores is attributed to an emphasis on literacy and state testing preparation in 11th grade English classes, as well as a renewed focus on rigor with student behavior and engagement improving post distance learning.
- We have seen a decrease in the number of students making progress towards **English language proficiency** according to [the ELPI indicator](#). The reclassification rate decreased 9.4% from last year, so 39.4% of students are making progress towards English proficiency, down from 52.9% in 2022. It is not entirely surprising as the [percentage of English learners](#), specifically newcomers, has increased substantially since 2022. EL courses and additional support are being launched this school year, with an ELD support class and teacher being new additions in 2024-2025.
- [A-G Rates have increased steadily with 55.3% of 2024 graduates being A-G eligible compared to 53.7% for the class of 2022.](#)
- [Segerstrom continues to have a strong college-going rate, with 86% of graduates enrolling in college each year, 29% in 4-year universities.](#)
- Graduation rates remain consistently strong with a [98.7% graduation rate](#) for the class of 2024.

Social and Emotional Data:

- Panorama's [2024 survey results](#) on school climate show fairly consistent results compared to [2020](#) results (pre-distance learning), showing a rebound in our school culture and SEL.

2: Significant Changes and Developments (1 page max)

Staffing

In March 2025, 10 of our staff members received Reduction in Force layoff notices, including seven classroom teachers and three counselors. Additionally, the Santa Ana Unified superintendent is leaving our district July 1st, 2025.

Tutorial

This year, we have updated our bell schedule by reallocating instructional minutes from traditional class periods to [implement a structured Tutorial period twice a week, each lasting 35 minutes](#). Inspired by successful models at other schools, a team of cross-curricular teachers dedicated months to designing the Segerstrom tutorial period to maximize student support and engagement.

Students take an active role in their learning by using the Minga app to register for tutorials that align with their academic needs, such as retaking assessments, reviewing complex concepts, or catching up on missed work. However, teachers can also assign students to a mandatory session—referred to as a ‘mandatorial’—if additional support is necessary. This has helped reduce Fs by 1% so far.

By incorporating this structured, [student-centered approach](#), our goal is to enhance academic performance and foster a culture of personalized learning. At the end of the year, we will gather staff feedback and analyze achievement data before voting on whether to continue the tutorial period in future years.

Schoolwide Culture Initiatives

During and after the 2022-2023 school year, Segerstrom High School implemented several school wide initiatives in response to student behavior problems, disengagement, and academic achievement. Based on staff feedback and data, we have launched three major PBIS initiatives that have been led by the school's Positive Behavior Interventions and Supports Team which are:

- [Electronic hall passes](#) which students fill out for themselves through the Minga website, so staff can know that students out of class have explicit permission to be out of class. These are primarily used for the bathroom, and do not physically track students since privacy is an important concern.
- Automated tardy detentions since student tardiness had been rising after our return from distance learning. This was also handled through the Minga website/app. These students face progressive disciplinary actions including detentions and meetings with counselors and administrators based on a student's individual needs. The link to the progressive tardy overview and discipline plan is [here](#). This program was temporarily adjusted in the Spring of 2025 due to results that were not as strong as initially hoped with [tardies lowering only roughly 20% per day total](#). The automated tardy detentions are on hold as we implement more tardy sweeps.
- Lastly, to help motivate students beyond just academic achievement and discipline, we have opened up a [PBIS student store](#) where students can exchange ROAR (Resilience, Ownership, Achievement, Respect) Cards for prizes. Students receive ROAR cards from staff for exemplifying our school's core values. Our PBIS efforts have helped us earn a PBIS Platinum award for the first time in 2023.

3: Engagement of Educational Partners in Continuous School Improvement (2 paragraphs max)

Implementation of the schoolwide action plan from the last WASC report has been monitored and has progressed due to guidance from the WASC coordinator, the annual School Plan for Student

Achievement (SPSA), teacher commitment, a shared school mission/vision, and the use of departments/PLCs lead by Instructional Leadership Team (ILT) members/department chairs. In addition, the schoolwide action plan has been a continual focus of the School Culture Committee, School Site Council, DELAC, ELAC, as well as WASC Focus Groups. To monitor progress of the action plan, schoolwide surveys have been administered and completed in order to gather feedback/data from all the aforementioned stakeholders.

4: Progress on the Implementation of the Schoolwide Action Plan (4 pages max)

Goal#1: College and Career Readiness: Increase College and Career Readiness (as measured by CCI) with the goal of improved student outcomes particularly in the area of CTE pathway and A-G completion, for all students, including Special Education students and English Language Learners.

Progress: Based on school data and discussions with stakeholders, Seegerstrom renewed its focus on college and career readiness especially with students who historically have struggled at Seegerstrom, specifically English Learners and students with IEPs. SBAC testing scores had shown declines year after year, and A-G rates had been stagnant. The school expanded its efforts to inform students and staff about the importance of college and career readiness through A-G completion and SBAC proficiency. These efforts included [career presentations](#), [Higher Education Center opportunities](#), [student presentations](#), [staff training](#), and SBAC practice in English, math, and science. These efforts have shown [positive effects on student achievement with SBAC results being the highest the school had seen since 2020](#) when SBAC testing was completed at home. [SPED students](#) and [English Learners](#) have shown some growth in SBAC results. These continue to be areas of need since our [SPED](#) and [EL](#) populations continue to increase.

With the return to in-person learning in the 2021-2022 school year, new challenges arose, specifically around student motivation and academic achievement. The district implemented a grade floor to help reduce student failure rates during distance learning, but this had the effects of further lowering student motivation. The grade floor was removed in 2022. Students also struggled with attending tutoring due to other commitments such as clubs and athletics, so staff started exploring other intervention options that could help all students, which led the school to adopting weekly Tutorials. After visiting several school sites, the school's tutorial committee implemented the program in the fall of 2024. This started with [staff](#), [student](#), and [parent](#) presentations to train everyone involved. In Tutorial, students can attend tutoring sessions twice a week with a teacher of their choice, or the teacher can mandate a tutorial session for a student if it is an area of weakness. [So far, Fs have dropped 1% after just one semester of the program.](#) At the end of the school year, staff will vote on whether or not to continue it as well as ways to build on its success.

As far as CTE programs, Seegerstrom staff have worked hard to become CTE-certified. We have had strong enrollment continuing with 776 students currently enrolled in CTE courses, but the lack of space on campus makes it hard to expand offerings.

2. English Learners: Data indicates that English Learners are not achieving at the rate of their peers. Both designated and integrated ELD programs should be analyzed for areas of growth.

Progress: Since the school opened, Seegerstrom had operated on a full-inclusion model where English Learners, regardless of proficiency level, with in-class support through scaffolding. Year after year, English

Learner students just were not progressing at the same rate as their non-EL peers, especially with an increase of newcomers to the school. The EL Coordinator has launched some initiatives on campus to help further support ELs. These initiatives include annual [ELPAC bootcamp](#) sessions to increase redesignation rates, which were also presented in [Spanish](#). There are also now ELD specific courses for Beginning/Intermediate ELs taught by a bilingual English teacher, which started this Spring. It is an expansion of the weekly pull-out EL tutoring that started this past Fall semester which focused on targeted language acquisition. Additionally, EL students are being pulled out for district and state testing to provide more targeted support.

At a classroom level, all teachers have been trained annually on [EL levels](#) as well as [intervention support](#). One tool teachers have been trained on is the district Ellevation platform, which classifies EL students and offers activities for in-class scaffolding. There have also been [further training opportunities](#) offered to all staff on further ELD support through the use of reading and speaking strategies. Additionally, any Professional Learning Communities (PLCs) participating in pullout planning days are expected to lesson plan ways to help support English Learners within their PLCs with designated sections on [pullout agendas](#) that are verified by our ELD Coordinator. There has been success with some growth on [SBAC scores](#) and improvement in [final grades](#). Despite these successes, overall achievement on the English Language Proficiency Assessments for California (ELPAC) [has declined by 9.5%](#). The effects of tutorial and designated ELD courses will not be known until fall 2025.

3. Special Education: The full inclusion model is not meeting diverse needs of all Special Education students at SFHS. There is a need to expand to different models and instructional support to improve student achievement.

Progress: Since Segerstrom opened, students with IEPs have been placed in mainstream classrooms for all content areas, but this has been an area of focus due to persistently low achievement for this population, especially with [increasing numbers of SPED students](#). While teachers have been [trained on best practices](#) for IEPs and 504 plans, these students still get lower grades and performance on standardized tests.

Besides these interventions, there has been more support available to SPED students. Some of these include SPED-specific tutorials that SPED students can access during tutorial days. Any PLC pullout and delayed start PLC meetings are required to discuss SPED strategies and interventions as part of their planning as well.

We have had the APEX Learning Labs (23-24), APEX class during the day only for SPED students (24-25), Mandatorials during tutorial to check in students on our caseloads, push in support for GenEd tutorials, and the addition of a new case manager (from 8 to 9).

For our Moderate/Severe students, our Mod/Severer teachers are going to trainings to learn about the Alternative Pathways diploma. The district has been using outside agencies for translating IEP meetings and staffing our aides, with administration and SPED staff working with these aides and communicating expectations. There have been positive results with [growth in SBAC](#) and [improvement in grades](#).

4. Professional Learning Communities: Reestablish clearly-defined, cohesive Professional Learning Communities for all teaching staff to include standardized training, common expectations, and a plan-do-study-act cycle.

Progress: Segerstrom has three types of PLCs: course-alike, grade-level, and department, which has created some challenges with having common expectations campuswide. Every year, course-alike PLCs establish shared grading categories, and have pullout days throughout the year to plan based on student data and teacher feedback. There have been major changes to set common behavioral expectations for departments across campus through the shared implementation of Tutorial, [Minga hall passes](#), and PLC agenda goals that emphasize SPED and EL students. These new programs, specifically with tutorial, are being reviewed through informal and frequent plan-do-study-act cycles through data sharing at Instructional Leadership Team (ILT) meetings and through the school culture team's newsletter. Additionally, there are delayed start Department/PLC days for planning built into the [calendar](#).

There are some challenges that persist, such as consistent use of common assessments. There are also PLCs that vary in expectations and activities from teacher to teacher, which could be helped through training on what could make for more uniform and effective PLCs. The introduction of new classes and new curriculum have made uniformity especially challenging. There have been some strides made such as the [math department's lesson study](#) focusing on language routines to bolster language skills in math classrooms across subject areas. However, there is still room for more professional development on PLC best practices.

5. Professional Development: There is a need for more focused, targeted, site-based professional development to refocus on student-centered instructional strategies centered on Common Core State Standards.

Progress: With new curriculum adoptions and new challenges after distance learning, there has been a need for more site-based PD. The district has provided more curriculum-specific professional development that is CCSS aligned besides new site-specific programs such as Tutorial. These voluntary PD opportunities include [Ethnic Studies](#) (district-based), new [CCSS English tools](#), [math language routines](#), [GATE training](#). Instructional coaches offer one-on-one professional learning opportunities usually focused on novel technologies such as AI. There has been [additional PD led by teachers](#) that has been available to all teachers. There are also Weekly Tech Tip emails with technology tools emailed to all school staff.

While these opportunities have been helpful, many are generally content-areas specific (such as No Red Ink and Writable for English). There is a need for more cross-curricular PD opportunities that promote common instructional strategies.

6. MTSS and SEL: There is a need to develop a more thorough understanding of implementation of MTSS and SEL at SFHS.

Progress: With the return to in-person instruction for the 2021 school year, [MTSS](#) and SEL became a priority due to the range of behavioral and mental health challenges students were facing. The number of counselors on site was doubled through district hiring. Counselors have [presented](#) and trained on best practices with additional presentations about campus support in classrooms across content areas. Staff have been trained on [SEL and COST](#) (Coordination of Services Team) as well.

Other MTSS initiatives have included the hiring of a full-time [Project Kinship](#) interventionist. He works with at-risk students who have struggled with drugs, gangs, or other problems as many of our students come from urban areas. Besides Project Kinship, there have been additional supports such as Xinachtli (female empowerment run by counselors), in-house intervention suspensions (replacing at-home suspensions for students; emphasizes study skills and behavior), and [counseling's ASCA Model Program qualification/recognition](#). The district has also provided the school with a full-time social worker as well as therapist interns.

The PBIS Coach and team have trained staff on other MTSS interventions through the lens of PBIS. These include [Tier 1 Reinforcers](#), [tardy interventions](#), [conference PD](#), and the continuation of the ROAR (Resilience, Ownership, Achievement, and Respect, SLO acronym) Store. At the [ROAR store](#), students can exchange their ROAR cards (awarded for demonstrating our SLOs) for prizes that have been donated by staff, and it has shown success in motivating students who might otherwise not contribute as often as teachers would like. Lastly, the PBIS team launched Minga hall passes (electronic hall passes) in 2023 to motivate students to stay in class and reduce campus trancies. Thanks to the team's efforts, Segerstrom earned its first PBIS platinum award in the school's history in 2023.

As previously described, Segerstrom launched [Tutorials](#) in fall 2024 to help provide more support for students that cannot attend after-school or before-school tutoring. This program helps staff collect data on which tutorials students are attending and where they might have deficiencies, so they can be motivated to attend tutorials in other subject areas. Student and staff feedback has been positive so far, with most students utilizing the time to catch up on assignments, retake tests/quizzes, and participate in review lessons.

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page max)

Implementation of the updated [schoolwide action plan](#) has been monitored and has progressed due to guidance from the annual [School Plan for Student Achievement](#) (SPSA), teacher commitment, a shared staff mission/vision, and the use of departments/PLCs lead by Instructional Leadership Team (ILT) members/department chairs. In addition, the WASC goals and schoolwide action plan has been a focus of the School Culture Committee, School Site Council, DELAC, ELAC, as well as WASC Focus Groups. To monitor progress of the action plan, schoolwide surveys have been administered and completed in order to gather feedback/data from all the aforementioned stakeholders. See revised [Segerstrom Schoolwide Action Plan](#) for updates regarding our WASC Action plan with relevant evidence. Our action plan also aligns with our current (2024-25) [Santa Ana Unified Local Control and Accountability Plan](#) (LCAP). Going forward, the Santa Ana Unified Graduate profile will guide our WASC goals as well. Our next action plan will align with our WASC goals and progress based on this current WASC cycle.

Added to Goal #1 is the starting of the school's tutorial program, to help reduce D and F rates, thus improving A-G outcomes. There has also been a lack of staff meeting time to incorporate more AVID strategies across campus, with site-based professional development centered more on new programs, such as Tutorial, Minga Hall Passes, as well as EL needs. Another addition has been more business/community partnerships now that COVID restrictions are no longer a concern with student work and community involvement.

Added to Goal #2 is the new designated ELD newcomer classes to meet the increasing need at Segerstrom. These two courses are taught by a credential English teacher who is bilingual in English and Spanish, so newcomers can have a more supportive environment to acquire English.

Added to Goal #3 is new targeted tutorial sessions for students with IEPs to offer tutoring opportunities during the school day.

Added to Goal #4 is the need for PLC professional development since it has not been as thorough as needed to more consistently define common PLC expectations for each setting (course-alike, department, and grade-level). Our schoolwide reading program was deferred this year while we focused on implementation of tutorial.

Added to Goal #6 are the new Project Kinship mentorship program and in-house suspension intervention days to provide more MTSS Tier 3 support for at-risk students.