El Segundo High School

Mid-cycle Progress Report

640 Main St.

El Segundo, California

April 16, 2018

Accrediting Commission for Schools

Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**

- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

➔ **Note**: *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

Introduction

Since our WASC visit in 2015, El Segundo High School (ESHS) continues to engage all stakeholders to help students succeed. We remain committed to meeting the needs of all students amidst the shifts to the Common Core State Standards, Next Generation Science Standards, and the ever-increasing implementation of technology.

The Students and Community

As the City of El Segundo celebrated its 100th anniversary in 2017, the landmark brick building of El Segundo High School, built in 1927, remains the centerpiece of the city. Students at El Segundo High School continue the traditions passed on from the generations of alumni before them. In the Fall, students participate in a class float-building competition, the Homecoming parade down Main Street and the induction of alumni into our Hall of Fame. In the Spring, juniors participate in an arch-bearing procession at graduation. El Segundo High School is connected to the past through traditions, but is dedicated to meet the needs of all students as we shift to Common Core State Standards, Next Generation Science Standards, College and Career Readiness Standards and Indicators, and the expansion of technology. ESHS has been honored three times as a California Distinguished School, and named on the Advanced Placement (AP) Honor Roll for Expanding Opportunity and Improving Performance for AP

Students. ESHS is ranked by US News and World Report as the 93rd best high school in California and 536th in the nation. Niche ranks ESHS as 144th of 1,510 California public high schools.

With a Sunday night population of 16,893 residents (most recent data 2016), El Segundo has a small-town feel in a big city area. Our city is home to industries related to aerospace, technology and manufacturing companies. It serves as headquarters to Chevron, DirecTV, Boeing, Big 5, Mattel, and many other public companies; it recently served as an extension of the newly-dubbed "Silicon Beach." Because of El Segundo's unique community atmosphere, the crime rate is low. A unique relationship between the city government, community and school includes shared-use privileges of library and sports facilities. Many students are second and third-generation residents, and many El Segundo High School alumni return to serve their alma mater as faculty and staff members.

The economic trend in El Segundo is positive. The median family income at the last census was $85,727 (2011-2015). El Segundo property values continue to escalate partly based on the outstanding reputation of its local school system, as well as its proximity to beautiful Los Angeles beaches and a major employment center. The community at large is 78% Caucasian, 15.7% Hispanic, 8.8% Asian and 2% African American (US Census Bureau 2016). The student body of ESHS at 1,208 students, is 50% White (a decline of about 10% since 2015-2016), 25% Hispanic (an increase of about 4% since 15-16), 6% Asian (decline of about 4%), 7% African American or Black, 1% Filipino, 10% Multiple/Undeclared (October 2017). Approximately 34% of ESHS students do not live within the boundaries of the district (permit students), which is about 6% more than last year and 10% more than 2016-2016. These students increase both the cultural and ethnic diversity of the student body. In 2017-2018, 7% of students receive free or reduced lunch and 8% receive special education services.

Student Demographics

	2015-16	**2016-17**	**2017-18**
American Native	3 (0.2%)	1 (0.08%)	3 (0.24%)
Asian	121 (10%)	79 (7%)	77 (6%)
Pacific Islander	8 (0.6%)	4 (0.3%)	6 (0.5%)
Filipino	30 (2%)	18 (2%)	15 (1%)
Hispanic or Latino	263 (21%)	289 (24%)	299 (25%)
African American or Black	81 (6%)	80 (7%)	85 (7%)
White	750 (60%)	616 (51%)	598 (50%)
Multiple/Undeclared	1 (0.8%)	112 (9%)	127 (10%)

Student Enrollment

	2015-16	**2016-17**	**2017-18**
School-wide	1260	1200	1208
9th Grade	334 (26.5%)	315 (26.3%)	330 (27.3%)
10th Grade	290 (23%)	317 (26.4%)	307 (25.4%)
11th Grade	302 (24%)	276 (23.0%)	304 (25.2%)
12th Grade	334 (26.5%)	292 (24.3%)	267 (22.1%)
Permit Students	303 (24%)	330 (28%)	410 (34%)

English Learners

The majority of our English Language Learners continues to be students whose primary language is Spanish, but we have a diverse group of learners with primary languages such as Arabic and Thai.

	2014-15	2015-16	2016-17	2017-18
English Learners	9 (1%)	32 (2.5%)	28(2%)	24 (2%)

Socioeconomic Status

Students classified as socioeconomically disadvantaged continue to be a significant subgroup at ESHS as identified by the California Department of Education, although percentages have declined to 7%.

	2014-15	2015-16	2016-17	2017-18
Free or Reduced Lunch Status	15%	12.3%	11%	7%

Community Support

Parents and local businesses are actively involved with ESHS. The Education Foundation (Ed!), an organization of business leaders, teachers, and community members, partners with the district to provide a better education through technology, science, math, reading, and the arts. The Education Foundation contributes community expertise and is committed to raising $1.5 million in 2017-2018 to fund such programs as Robotics, Link Crew (freshman orientation), AVID, Vocal Music, Biomedical Science Pathway, College Counselor, Sophomore Counseling, and Drama. Our Summer Academy is also run by Ed!. Parents are directly involved in the decision-making process in El Segundo, with some serving on our School Board and working as our faculty. Parent representatives sit on the School Site Council, Focus Groups, Parent Teacher

Association (PTA) and Booster organizations. Parents are the backbone for all of our volunteer activities and actively support academics, the arts, and athletics.

The business community actively supports the school district by participating in the Education Foundation and the Education Committee of the Chamber of Commerce; it also provides local scholarships, internships, Career Day speakers, and support for teacher in-services. The City of El Segundo contributes $250,000 annually to the school district through its joint use agreement of athletic facilities and the Performing Arts Center located within the high school. An agreement has been recently made between ESUSD and a neighboring district to share a new aquatics facility. Local service clubs support scholarships, arts competitions and various other school programs.

Local Control Accountability Plan

The District has been consulting with stakeholder groups, including ESUSD's Board of Education, School Site Councils, parent advisory groups, students, administrators and each of the school district's employee associations. After considering input from stakeholder groups, ESUSD district administration develops the LCAP. A draft of the plan is brought to the Board of Education for a public hearing in June of each year. At that time, there is an opportunity to respond to questions and comments about the plan. Revisions may be made as a result of the public hearing feedback.

The eight priorities that El Segundo Unified has identified are:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

These align well with ESHS' critical learner needs and student learner outcomes, as all focus on

student achievement, engagement, outcomes, and implementation of the Common Core State Standards.

Curriculum and School Programs

ESHS is a comprehensive high school (grades 9-12) featuring approximately 115 courses. It maintains a strong academic program with nearly all students enrolled in University of California (UC)/California State University (CSU)-approved "a-g" courses each year. Courses include Advanced Placement, Honors, Pathways (Visual & Performing Arts, Biomedical, Business and Engineering), Special Education, English Language Development, and Career Technical Educational programs, both on campus and at the Southern California Regional Occupational Center (SoCalROC) in Torrance. Special Education students participate in Workability, a program designed to promote career awareness and exploration with work experience opportunities. Many students take advantage of a growing number of internships with several local businesses, such as Northrop Grumman, Boeing, El Segundo Police Department, and El Segundo Fire Department .

All students are given access and support to complete the UC/CSU-approved "a-g" courses. Each year more than 70% of our students now complete the curriculum necessary to meet the UC/CSU "a-g" requirements, an increase of almost 20% since 2008. For the class of 2017, approximately 55% attended four-year universities, approximately 43% choose community colleges or career/technical education and 2% joined the military or immediately entered into the workforce as full-time employees. (New programs and classes have been recently introduced at ESHS are discussed in Chapter II of this report.)

	2014-15	2015-16	2016-17	2017-18
Percent of graduating class who completed the UC/CSU "a-g" requirements	65.98%	69.4%	71.0%	Fall 2018
Percent of ESHS students enrolled in UC/CSU-approved "a-g" courses	99.4%	99.37%	97.10%	99.5%

School Purpose

Mission Statement

The ESHS motto was carved over the main entrance when it was built in 1929: "Enter to Learn, Go Forth for Service." Our Mission Statement reflects this and the Common Core State Standards, Next Generation Science Standards, and College and Career Readiness Standards and Indicators:

El Segundo High School will provide students with the necessary skills and knowledge to become lifelong learners, effective communicators and socially productive citizens who are prepared for life choices and challenges in a global society.

Student Learner Outcomes (Eagle PRIDE)

The Student Learner Outcomes (Eagle PRIDE) embody the school's mission. The Focus Groups reviewed and endorsed Eagle PRIDE in 2017 to reflect the changes in the Common Core State Standards, Next Generation Science Standards, and College and Career Readiness Standards and Indicators. All of these new standards reflect the need for: work ethic, collaboration, good communication, social responsibility, dedication to mental and physical health, and critical thinking and problem solving.

Eagle PRIDE

- **P**erseverance to solve problems
- **R**esponsibility, respect and integrity
- **I**nvestment in learning as a continuous process, community service, and global contribution
- **D**edication to physical and mental well-being
- **E**ffective communication, collaboration, and critical thinking

Eagle PRIDE is introduced to all incoming students in several different ways: through freshmen orientation, Link Crew, the curriculum, the Student Handbook, as well as student's personal

Eagle Daily Planner. Teachers reinforce Eagle PRIDE by citing them in lessons and posting them in classrooms. Students are expected to integrate the concepts of Eagle PRIDE into their daily lives as students, citizens, athletes, artists, and members of the community.

The schoolwide critical areas for follow-up drive all stakeholders to seek improvement for students. Identified in 2015, our Critical Learner Needs are:

1. Improve college and career readiness.

    Rationale:
    > ESHS has identified via student surveys and student grades approximately 17% of our students who have not completed a specific portion of coursework with a grade of C or higher. These students lack the college-readiness skills (e.g. study skills, time management, and test taking strategies) needed to be able to remain "a-g" eligible.

2. Deepen and strengthen critical thinking, reading, and writing.

    Rationale:
    > With the shift to Common Core State Standards, including the Career Readiness Standards and Indicators, ESHS has identified student subgroups that need to elevate their ability to reason, think, read and write critically, and self-reflect on their process of learning.

3. Continue to align assessment, curriculum and instruction to CCSS and NGSS.

These Critical Learner Needs, along with their rationales, have guided staff in implementing classroom and schoolwide interventions. These include new teaching strategies, classroom walkthroughs, grade analysis, and revisiting the Support Pyramid for Success.

Status of School

ESHS has enjoyed accredited status since the inception of six regional accrediting associations in the 1960s. The staff, students, and community are committed to continual self-improvement. In 2008-2009, ESHS received a 6-year clear accreditation. In 2014-2015, ESHS received a 6-year clear accreditation, with a one-day visit along with this mid-cycle report. The Leadership Team

and staff have diligently been in the self-study process ever since, working to implement an Action Study Project focused on one of the three critical learner needs identified in 2015.

Faculty Demographics

Since our WASC visit in 2014-2015, ESHS has a new principal, a new assistant principal, and an influx of new staff (40% turnover). Our staff, which is professional and well qualified, come from all walks of life. This enriches our students and helps guide them to becoming 21st century thinkers and workers. While these new perspectives bring a wealth of new ideas, strategies, and strengths to the campus, they also require emphasis and time appropriated for sharing the culture and traditions that have worked so successfully. Time at professional development, focus groups, and staff meetings has been designated for team-building activities to support colleagues in getting to know one another and working well together. With support from the District, professional development was strategically planned to encourage staff to utilize teams to work collaboratively. Additionally, with the implementation of the Achievement Team model in 2017-2018, departments have formalized the process of using student achievement data to frame collegial and professional conversations, work, and goals.

El Segundo High School is in the process of implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the International Society for Technology in Education (ISTE) Standards, along the emerging implementation of 21st century technology as a teaching medium in the classroom. All stakeholders work together to foster progress and growth as we move forward. The high school continues to strive for excellence while preparing students for life after high school in the global economy.

	2013-14	2014-15	2015-16	2016-17
# Faculty	56	56	56	60
Average Years of Service	13	14	13	11
# Administrators	2	2	2	2

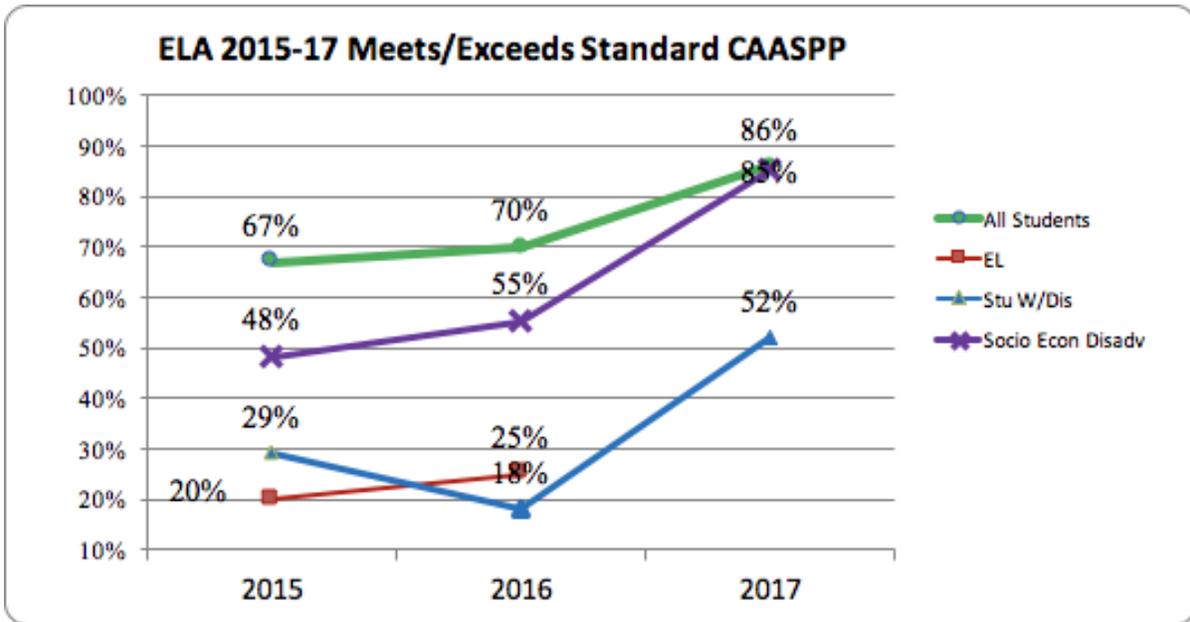| # Counselors	3	3	3	3
Number of students per counselor (per SARC)	420	420	420	403
Career Development Counselor	1	1	1	1
% Faculty with Full Credential	100%	100%	100%	100%
% new Classroom Teachers	12%	14%	20%	

Student Achievement Data

CAASPP

In 2015, the state launched the California Assessment of Student Performance and Progress (CAASPP) to measure the achievement of the Common Core State Standards in English Language Arts (ELA) and Mathematics. Following this benchmark year, the English and Math faculty transitioned from integrating the new standards into their classrooms to Action Research to target growth in CAASPP scores. In the 2016-17 school year, these department's Action Research goals became school-wide goals, focusing on the ELA Speaking/Listening Claim and the Math Communicating Reasoning Claim. This school-wide focus resulted in a significant increase in ELA scores and a continued positive trend for the Math scores. The 2016-17 school year was a pilot year for the California Science Test (CAST). Full participation will be fully available in 2019 when data becomes available.

Initially, with no way to gauge success other than looking at similar schools' scores, we were concerned by our first year of scores and sought in 2016 and 2017 to improve through our Action Research Plan and Critical Learner Needs. With this focus on improvement, our scores have steadily increased; all stakeholders remain committed to preparing students to exceed previous scores.

Lack of data in the charts below reflects years in which there was not a statistically significant population at ESHS and a data reporting error for the Hispanic/Latino population.

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ELA 2015-17 Meets/Exceeds Standard CAASPP

Legend:
- All Students
- EL
- Stu W/Dis
- Socio Econ Disadv

Data points:
- 67% (2015), 70% (2016), 86% / 85% (2017)
- 48% (2015), 55% (2016), 52% (2017)
- 29% (2015), 18% / 25% (2016)
- 20% (2015)

X-axis: 2015, 2016, 2017

With the release of this data and other data that has been reviewed, we are aware of the gaps in achievement and have begun work to educate the staff, make stakeholders aware of them, and work to narrow these gaps.

ELA 2015-17 CAASPP - Meets/Exceeds Standard - Ethnicity

	2015	2016	2017
Hispanic		66%	79%
Asian	91%	63%	85%
Two or More	73%	58%	82%
White	64%	77%	88%
African American	89%	67%	
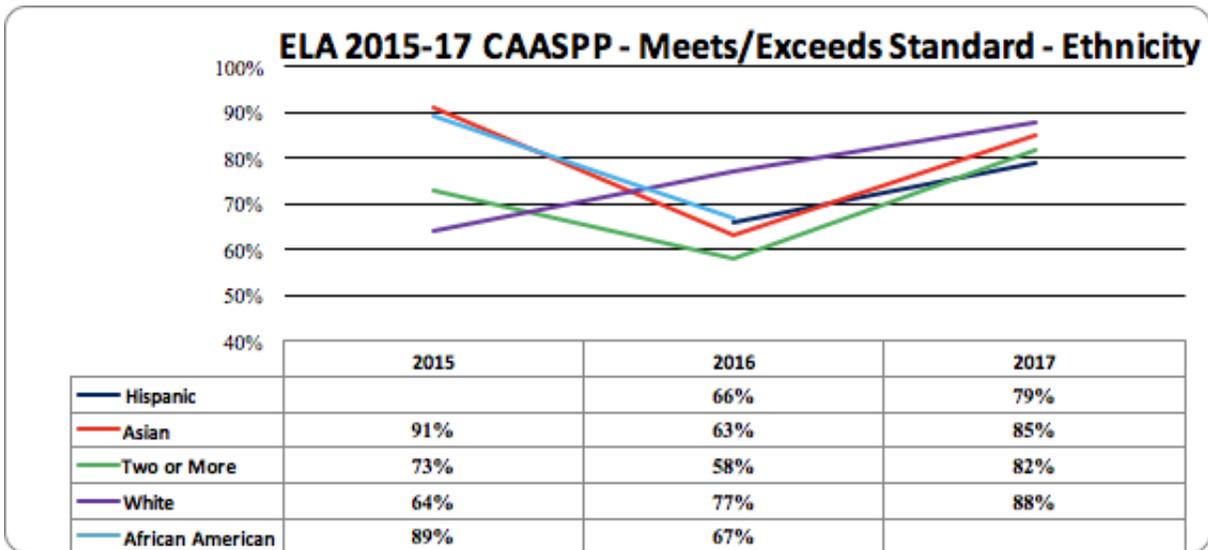
English Language Arts CAASPP scores have improved each year schoolwide, as well as for many subgroups. In addition, after the schoolwide Action Research cycle (2015-17) focus on the ELA CAASPP Claims, including focus on the Speaking/Listening Claim, improved significantly in the

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CAASPP Performance for English Language Arts. However, within these advances, ESHS has taken steps to begin addressing the achievement gaps occurring between our subgroups. Starting with the Data Committee, which has viewed various data points and analyzed them, then presenting these findings to the Leadership Team, and then planning and presenting professional development to make faculty and staff aware of these gaps and educate on ways to best minimize and narrow these gaps. The following was shared with Focus Groups and the processes have begun to address these gaps:

MATH 2015-17 Meets/Exceeds Standard CAASPP

Math 2015-17 CAASPP - Meets/Exceeds Standard - Ethnicity

	2015	2016	2017
Hispanic		46%	31%
Asian	78%	55%	80%
Two or More	63%	55%	64%
White	45%	57%	68%
African American	21%	40%	
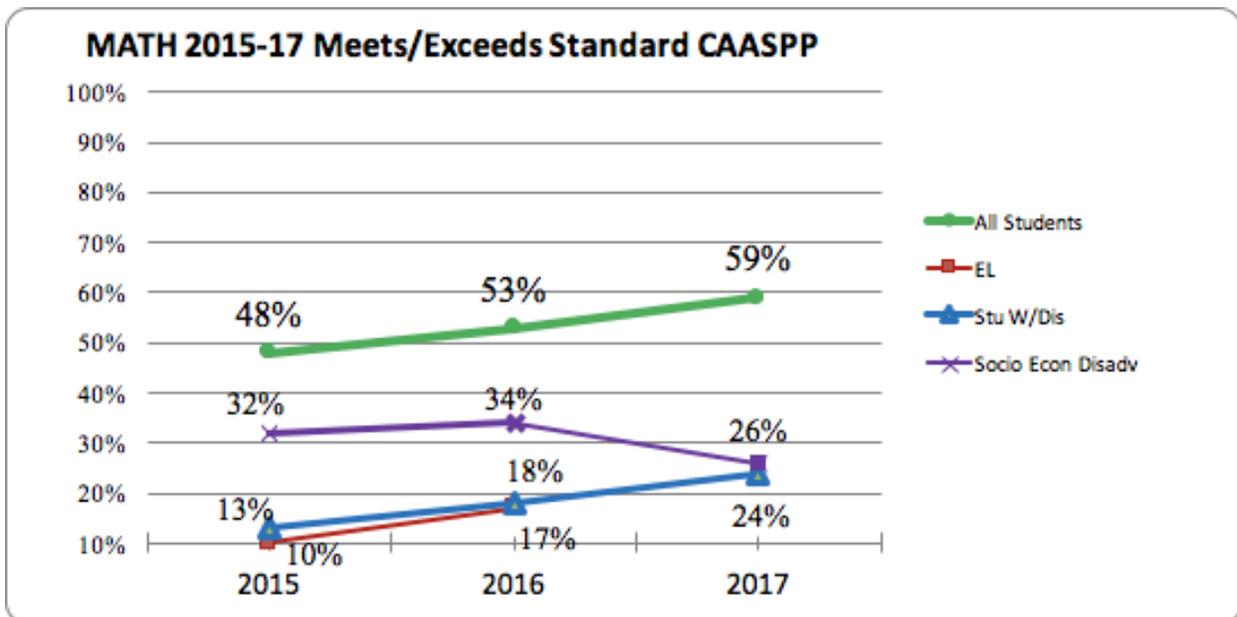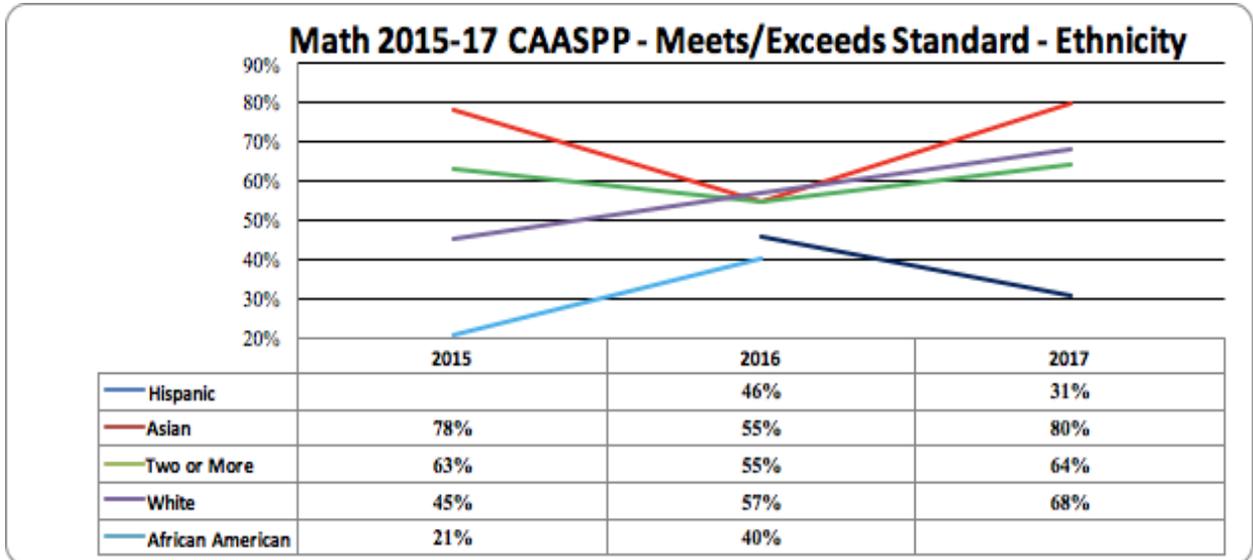
Like ELA, Math CAASPP scores have also improved over time schoolwide. as well as for most subgroups. Additionally, faculty and staff have begun to carefully identify gaps and work as a school-wide team to address them.

Achievement Results by Group – 2017

SAT = /1600	
Two+ Races	1177
Asian	1136
White	1069
Male	1053
ESHS	1039
Female	1030
State	991
Hispanic/ Latino	966
African American	909
Econ Disadv	

ACT - /36	
Asian	25.5
White	24.8
Female	24.2
ESHS	23.9
Two+ Races	23.9
Male	23.5
State	22.6
Hispanic/ Latino	22.2
African American	20.4
Econ Disadv	TBA

PSAT = Met Both Benchmarks	
Two+ Races	75%
Asian	58%
White	56%
Male	55%
ESHS	48%
National	45%
Female	42%
African American	36%
Hispanic/ Latino	33%
Econ Disadv	

CCR= % Prepared	
Two+ Races	88%
Female	87%
White	86%
ESHS	81%
Asian	76%
Male	74%
Hispanic/ Latino	71%
African American	64%
Econ Disadv	
State	

CAASPP= ELA % Meet/Exc	
White	89%
Female	89%
ESHS	86%
Asian	85%
Econ Disadv	85%
Two+ Races	82%
Male	82%
Hispanic/ Latino	79%
State	60%
African American	No Scores

CAASPP= Math % Meet/Exc	
White	89%
Asian	80%
Two+ Races	64%
Female	61%
ESHS	59%
Male	57%
State	32%
Hispanic/ Latino	31%
Econ Disadv	26%
African American	No scores

PFT = 5/6	
White	91%
Hispanic/ Latino	90%
Male	90%
ESHS	89%
Female	89%
Two+ Races	88%
Asian	86%
African American	86%
Econ Disadv	75%
State	58%

With this information, we have decided as Leadership Team, to work with the District in

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bringing additional training to our faculty, staff, and stakeholders in order to address these gaps.

College and Career Indicator

With the addition of the State College/Career Indicator (CCI), El Segundo High School has begun collecting data to show the percentage of students who are prepared, approaching prepared, or not prepared. These percentages were tabulated based on students successfully completing a variety of indicators prior to earning a diploma. These new data guide us in how to best prepare students for life after high school through Career Technical Education courses, Advanced Placement courses, completion of UC/CSU "a-g" courses, and higher achievement on the Smarter Balanced assessments. 81% of the students in the class of 2017 were classified Prepared, based upon these new indicators.

Students who earn a high school diploma are classified as Prepared for College and/or Career after high school if they meet one or more of the following criteria:

- Pathway: Complete a Career Technical Education (CTE) Pathway plus one of the following criteria:
    - CAASPP: At least a Level 3 in ELA or Math and at least Level 2 in the other subject area
    - One semester/two quarters of Dual Enrollment in an academic or CTE course with a passing grade.
- CAASPP: At least a Level 3 on both ELA and Math
- Dual Enrollment: Completion of two semesters/three quarters of Dual Enrollment in an academic or CTE course with passing grades
- Advanced Placement (AP): Passing score on two AP exams
- UC/CSU "a-g": Completion of the courses that meet the UC/CSU "a-g" criteria plus one of the following criteria:
    - CTE Pathway completion
    - CAASPP: At least a Level 3 in ELA or Math and at least Level 2 in the other subject

area.

- ○ Dual Enrollment: One semester/two quarters of Dual Enrollment in an academic or CTE course with a passing grade.
- ○ AP: Passing score on one AP exam.

Students who earn a high school diploma are classified as Approaching Prepared if they meet one or more of the following criteria:

- CTE Pathway completion
- CAASPP: At least Level 2 in both ELA and Math
- Dual Enrollment: One semester/two quarters of Dual Enrollment in an academic or CTE course with a passing grade.
- UC/CSU "a-g": Completion of courses that meet the UC/CSU "a-g" criteria

For the class of 2017, 81% of students were deemed Prepared for College/Career, 13% were Approaching Prepared, and 6% were Not Prepared. Data for the class of 2018 is incomplete since metrics such as completing the "a-g" requirements, completing a CTE pathway, completing dual enrollment courses, or passing a second AP exam are often not met until the end of their senior year.

	% Not Prepared	% Approaching Prepared	% Prepared
ESHS	6%	13%	81%
African American or Black	7%	29%	64%
Asian	10%	14%	76%
Hispanic/Latino	17%	12%	71%
White	2%	12%	86%
Two or More Races	0%	12%	88%
Female	3%	10%	87%
Male	9%	16%	74%

College and Career Readiness - State Indicators
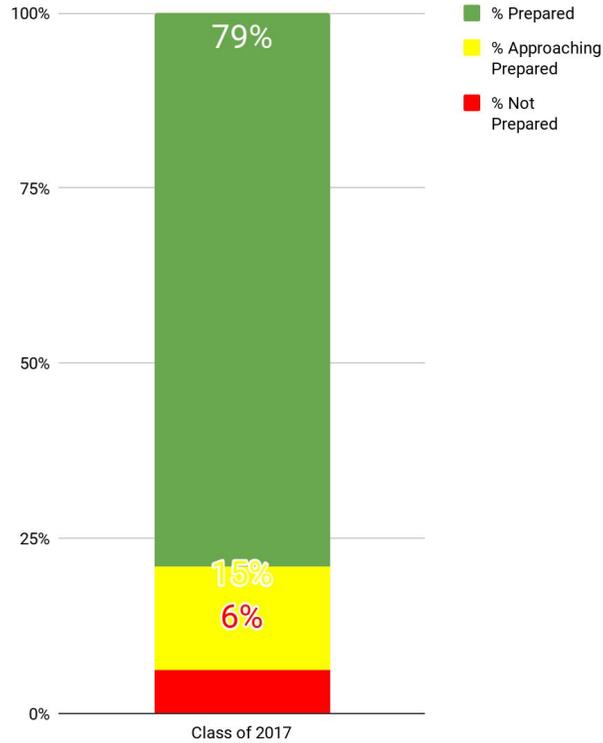
SAT, ACT, and AP Data

Utilizing SAT, ACT and AP data has become a higher priority with the addition of the College and Career Indicator.

	May 2014	May 2015	May 2016	May 2017
AP course total enrollment	856*	899*	875*	731*
% of corresponding AP exams completed	77%	65%	67%	72%
% AP tests with Passing Scores (3, 4, or 5)	71%	66%	64%	74%

*a student who is taking multiple AP courses is counted once for each course.

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While total enrollment in AP courses has slightly decreased over the last few years as shown in the table below, this is mostly due to the increasing enrollment in the Pathway courses. The Leadership Team has been in discussions about increasing student participation in AP exams, with the hopes of seeing more students attempt and pass these exams.

	Class of 2014	Class of 2015	Class of 2016
ACT Composite	24.5	24.4	23.9
% of class participating	43%	46%	45%
SAT Total Score	1611	1554	1551
% of class participating	74%	72%	69%

In the 2017-18 school year, a Data Sub-Committee was created. This time allowed for an expansion of the scope of data examined each year beyond CAASPP, AP, and CTE. As measures of college readiness and critical thinking, the SAT and ACT scores along with the participation rates and subgroup performance on these measures have informed decisions and will continue to drive future choices. Now that we have identified a slight decrease in participation and scores, we can address both.

	Class of 2014	Class of 2015	Class of 2016
ACT Composite	24.5	24.4	23.9
% of class participating	43%	46%	45%
African American or Black	20.0	24.3	20.4
Asian	26.1	25.1	25.5
Hispanic/Latino	23.4	23.1	22.2
White	24.8	25.2	24.8
Two or More Races	25.6	23.9	23.9
Female	23.7	23.5	24.2

Male	26.3	26.2	23.5

	Class of 2014	Class of 2015	Class of 2016
SAT Total Score	1611	1554	1551
% of class participating	74%	72%	69%
African American or Black	989	1018	909
Asian	1089	1081	1136
Hispanic/Latino	1056	990	966
White	1111	1060	1069
Two or More Races	936	1035	1177
Female	1060	1028	1030
Male	1101	1059	1053

Conclusions

El Segundo High School continues to work diligently with all stakeholders to support student success. The recent addition of the College and Career Readiness Indicators, shifts created by the California Assessment of Student Performance and Progress, and cultural changes in ESHS because of changes in student demographics and staff turnover, have created some obstacles. However, we have remained a place where students are challenged, rise to that challenge, and are successful.

II: Significant Changes and Developments

Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Addition of New Courses

Pathways

The Business Pathway, the latest pathway to be developed currently offers four courses, but has undergone reconfiguration to expand to semester courses and additional staffing for Fall 2018. The Pathway gives students the opportunity to develop expertise in business accounting, finance, economics, marketing, entrepreneurship and general business principles. Students conduct businesses themselves, learn how businesses use data to make decisions, and assess what makes a business successful beyond financial documents and structure, giving them a sense of what data drives decisions. Students also access internships and local competitions in order to refine skills and build toward a business entrepreneurship capstone project.

Pathway Enrollment

|	2015-16	2016-17	2017-18
Biomedical Pathway Enrollment	192 (15.2%)	189 (15.8%)	256 (21.2%)
Business Pathway Enrollment	84 (6.7%)	86 (7.2%)	74 (6.1%)
Engineering Pathway Enrollment	187 (14.8%)	169 (14.1%)	194 (16.1%)
Visual & Performing Arts Pathway Completion	6 (0.5%)	8 (0.7%)	Fall 2018

Advanced Placement

Over the course of the last three years, based on student interest and need, the following courses have been added: AP Art History, AP Chemistry, AP Computer Science Principles, AP Physics 1, and AP Physics C.

	May 2014	May 2015	May 2016	May 2017
AP course total enrollment	856*	899*	875*	731*
% of corresponding AP exams completed	77%	65%	67%	72%
% AP tests with Passing Scores (3, 4, or 5)	71%	66%	64%	74%

*a student who is taking multiple AP courses is counted once for each course.

A discussion point in our Data Committee has been trends in Honors and Advanced Placement enrollment. A review of enrollment data reflects a decline in Honors and AP enrollment at a similar rate of increase in pathway enrollment, suggesting an inverse relationship. Analysis and discussion of these data results are ongoing; however, the data committee believes that the additional pathway offerings combined with flat enrollment alongside a tight master schedule have contributed to students making decisions that appear to be putting Honors or AP courses in conflict with Pathway courses. Discussion is ongoing on how to better accommodate the schedule needs of students who want to "do it all." However, we were recently notified by College Board that our Project Lead The Way (PLTW) Engineering and Biomedical Science Pathway courses will now earn honors level credit through a partnership between College Board and PLTW. This positive change allows students who take these PLTW courses to earn the same transcript cache as traditional honors courses.

ESHS Enrollment in Honors, AP, and Pathway Courses as a Percent of Total Enrollment
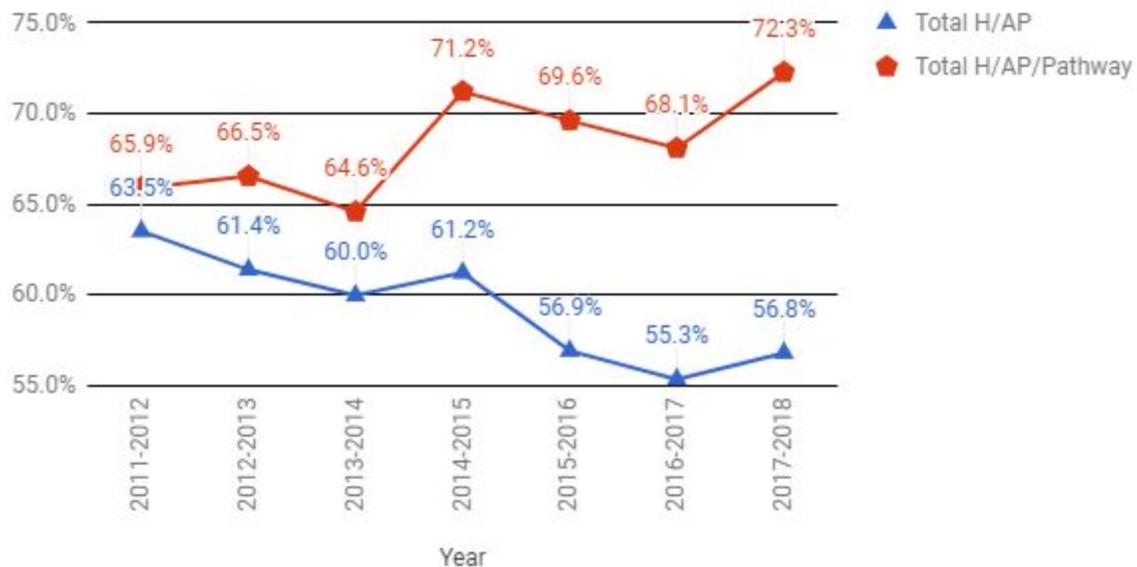
Other Programs

- A new Guided Studies course now supports Biology.
- A new Physical Science class offers students who struggled in Biology or Chemistry the chance to complete a third year of science.
- A Blended Learning program started this year including AP English Language and Composition, Economics, and Political Behavior allows more students flexibility in their schedules. The courses meet 2-3 times per week in a traditional face-to-face format, while the remaining 2-3 times per week are completed asynchronously online.
- The Special Education Department started a new Reading Intervention program to support students in their goal of increasing comprehension.
- Continued 1:1 with iPads
- Apple Distinguished School again for 2018-2020

Advancement Via Individual Determination (AVID)

The ESHS AVID program, which specifically addresses "a-g" completion, critical thinking, reading and writing, has grown significantly since 2016. Due to increased interest and eligibility from

our feeder middle school (El Segundo Middle School) and increased enrollment of permit students, it was determined that a second AVID ninth grade course should be taught beginning in Fall 2015. Now, with six sections of AVID, six AVID teachers, the AVID Site Team has grown. In addition, the program has enjoyed full certification status as a Highly Certified Site from AVID National, with invitations to begin the process to become a national demonstration site.

Intervention Specialist

An Intervention Specialist (Teacher On Special Assignment) position returned to ESHS in Fall 2016. After analysis with the Counseling and Administrative Teams, it was determined that students needed additional support   This person coordinates and collaborates with the Counseling and Administrative teams on how to best support students on the unduplicated count list. From this, the Specialist develops relationships with students and families, utilizing school-wide protocols for intervention. An increase in GPAs has been reported for 2017, as well as a decrease in Ds and Fs in 2016. This TOSA, along with supportive administration, began the process of implementing a peer tutoring program.

Career Technical Education

At the time of our last full WASC visit and report, the Career and College counselor was teaching a career readiness course to juniors and seniors. Due to declining enrollment and impacted schedules, those courses now run as workshops taught after school and on weekends. Students have more opportunities now to be involved in internships, work experience, and our local regional occupational center (SoCalROC). Additionally, students continue to work collaboratively to plan a once-a-year Career Day with speakers and workshops as well as a bi-annual College Day with over 70 representatives and speakers.

Leadership

ESHS is fortunate to welcome a new principal at the helm in 2017-2018, with a new assistant principal in her third year (started 2015-16). With this transition in leadership as well as a higher turnover in staff than in previous years (40% since our WASC visit in 2014-15), the

Leadership Team has worked to build relationships, trust, and share the culture of El Segundo's shared leadership and professional learning communities. With three new Leadership Team Chairpersons in three years, it has been difficult to ensure this, but these transitions have been smooth and positive. All members of the Team have been with the school and district for a number of years, which assists the sharing of knowledge and culture. This last year, the Leadership Team, along with the site administrators and district administrators, has come to the realization that district-wide Professional Learning Community (PLC) trainings should be implemented in order to maintain the PLC in the district and school, Steven Ventura was brought in by the District Office to train us on the use of Achievement Teams this year. This protocol has helped to build collective teacher efficacy through collaborative goal planning based on student achievement data.

Data Sub-Committee

At the outset of the 2017-2018 year, a Data Sub-Committee was formed to analyze student achievement data, make informed decisions about data shared with invested stakeholders, and present back to the Leadership Team with these findings. The sub-committee, comprised of Leadership Team members and other faculty, meets monthly, and has begun utilizing a more formal way of collecting data than done in previous years.

III: Ongoing School Improvement

Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
Describe the process used to prepare the progress report.

Since our last WASC visit, students have continued to soar with our Student Learner Outcomes, known as:

Eagle PRIDE

- **P**erseverance to solve problems
- **R**esponsibility, respect and integrity
- **I**nvestment in learning as a continuous process, community service, and global contribution
- **D**edication to physical and mental well-being
- **E**ffective communication, collaboration, and critical thinking

Growth of Eagle PRIDE is based on increased enrollment in our Pathways, increased student achievement on the Smarter Balanced assessments, and improved student perception data from our student surveys, which show us that nearly 97% of students polled believe they are expected to problem-solve, analyze, and think critically.   At the beginning of each school year, the Leadership Team reviews these outcomes, and then department chairs do the same with members of their team. Students see these in their binder reminders, on posters around campus, and in their classrooms and lessons. At the outset of this school year, the Leadership Team determined that Eagle PRIDE remained relevant, useful, and clear as Student Learner Outcomes for ESHS.

Critical Needs and Action Research

During our WASC visit in 2015, the PLC determined that the self-identified schoolwide critical areas for follow up were primarily teacher or school needs. Rich conversations ensued with all

stakeholders. The refined Critical Learner Needs were developed and the previous needs utilized as rationales for each. Our Critical Learner Needs are:

1. Improve college and career readiness.

    Rationale:

    > ESHS has identified via student surveys and student grades approximately 38% of grades 9-12 students are currently earning a GPA of below a 3.0. College admissions trends reflect a need for students to earn a 3.0 or higher in "a-g" coursework in order to be competitive for colleges and universities, including local Cal State schools, who see a 3.0 or higher as college ready. These students lack the college-readiness skills (e.g. study skills, time management, and test taking strategies) needed to be able to remain "a-g" eligible.

2. Deepen and strengthen critical thinking, reading, and writing.

    Rationale:

    > With the shift to Common Core Standards including the Career Readiness Standards, ESHS has identified student subgroups that need to elevate their ability to reason, think, read, and write critically. and self-reflect on their process of learning.

These needs drive our Action Research, as we work collectively to determine best practices to implement in order to support students on their path. Using the new College and Career Readiness Standards to measure achievement of the first need this year has assisted us in determining how to increase college and career readiness for students. Additionally, the use of Achievement Teams in the 2017-18 school year has assisted stakeholders in measuring critical thinking, reading, and writing.

Development of Relevant Data Sources

All stakeholders regularly review data in various forms. The Leadership Team begins by viewing and discussing all points of data, including CAASPP scores, ACT and SAT scores, AP course enrollment and test scores, enrollment in Pathways and Honors courses, attendance, and

survey data. The Leadership Team then decides how to share data with invested stakeholders. It is usually done with staff at our first Professional Development meeting before school starts or in the first month of school. Additionally, departments/Home Groups review ELA and Math scores from the CAASPP testing, to determine how all subjects can best prepare students. Lastly, in a quest to keep the discussions and use of data prevalent and beneficial, and to meet the needs of the Dashboard issued by the State, a Data Committee, a subcommittee of the Leadership Team, was formed this year. This group meets monthly to share new data points, to determine what data should be sought to gain a wider angle of how students are doing, and to then select how best to disaggregate data to inform stakeholders. The introduction of Achievement Teams this year has reenergized our staff in the use of Action Research as our Action Plan. This process can be done in various ways, but we have implemented it as outlined below:

Similar subject teachers:

1. Administer a common pre-assessment,
2. Share scores,
3. Set SMARTER (Specific, Meaningful, Achievable, Relevant, Timely, Evaluative, and Re-adjust) goals,
4. Determine best instructional strategies, teach, assess again,
5. Review assessment data to see strengths, weaknesses, and how to best prepare students.

This protocol is very similar to the Action Research steps our campus has utilized since our WASC visit in 2009.

Action Research

Since 2009, when our WASC Visiting Committee supported our decision to utilize Action Research as our Action Plan, we have generally conducted an annual literature review, implemented research-based strategies, and measured their effectiveness through various means, culminating in writing one Action Research project each year. Upon our previous WASC visit in 2015, it was determined that this process, while valuable, was difficult to maintain to see

success. Over the course of the last three years, we have continued to use Action Research as our Action Plan but have managed one report, blending each Critical Learner Need (see appendix). The Leadership Team remains the critical, stable force in seeing that these processes and plans remain intact, in place, and effective. They meet monthly to plan for each Professional Development and Professional Learning Community meeting and establish the procedures for analyzing data, implementing strategies, and reviewing results, all following Action Research as our Action Plan. The use of Achievement Teams this year supports this model and is being utilized currently to ensure all stakeholders are aware and working towards all students achieving the Critical Learner Needs by analyzing data, implementing interventions, and working collectively.

Department Goals

Aligned with our critical needs, each department has set measurable and achievable goals. Using the Achievement Team model in some instances, Departments and special groups are working this year to see these goals are outlined as follows and using the listed actions below:

Social Studies:

- Goal: 3% Benchmark Assessment Goal: History Classes move from 63% to 66%
- Actions:
    - Interim Assessments - 3 throughout the school year
    - Achievement Team Protocol:
        - Formative Assessments
        - Data Analysis
        - Pre- and post-assessments in history classes
        - Intervention and alignment of assessments, best practice instruction and interventions
        - Socratic Seminars for Industrial Revolution, WWI, WWII (Effective Communication, Critical Thinking, Reading Comprehension)
        - Document Based Questions (DBQ) throughout the year (Depth of Understanding)

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- ■ The use of more Primary and Secondary source readings (Deeper understanding of the Text)

- ■ "Say, Mean, Matter" activities to increase critical thinking skills

- ■ Cross-curricular vocabulary usage (Cross-Curricular Understanding)

- ■ Current Events (Relate to Today)

- ■ Use of technology to assist in classroom learning (Google Docs, Online readings and video resources, video projects, research, news)

Mathematics:

- ● Goal: 3% CAASPP Achievement Goal: from 59% to 62%

- ● Actions:

   - ○ Pre- and Post-assessment for each course (SB 359 compliance and diagnostic for data collection then, the End-of-Year assessment to get information and data for the upcoming school year)

   - ○ Spiraling Content to embed Algebra in Geometry and Algebra II courses

   - ○ Interim Assessments - 4 throughout the school year to reinforce assessment competency in preparation of CAASPP; on each of these, all 9 - 11 will assess (not just juniors) thus getting 9's and 10's in there to start practicing, too. First one took place week of October 23 - 27; one scheduled for November 13 - 17; and two in February.

   - ○ Summer Packet to reinforce math skills during the summer

   - ○ Tutoring to provide additional intervention for students who need it (all math teachers have free tutoring times available and posted all over the school, sent out in email blast, and mailed home to families)

   - ○ Achievement Team Protocol:

      - ■ Formative Assessments

      - ■ Data Analysis

      - ■ Intervention and alignment of assessments, best practice instruction and interventions

English:

- Goal: 3% CAASPP Achievement Goal: from 85% to 88%
- Actions:
  - Interim Assessments Using Illuminate -
    - 3 throughout the school year 11th grade
    - One in Fall, one in Spring 10th and 9th grade
- 12th grade will continue work on 2 APs and ERWC
- Achievement Team Protocol:
  - Fall common assessment essay established benchmark data
  - Spring common assessment will determine effect of classroom writing strategies
    - Formative Assessments
    - Data Analysis
    - Intervention and alignment of assessments, best practice instruction and interventions

Science:

- Goal: 3% Benchmark Assessment Goal: from 78.0% to 81.0%
- Actions:
  - Achievement Team Protocol:
    - Formative Assessments
    - Data Analysis
    - Intervention and alignment of assessments, best practice instruction and interventions
  - Teacher tutoring during scheduled office hours
    - Goal is to allow students a place to seek out help from teachers
  - Common Laboratory Report
    - Goal of increasing depth of knowledge and understanding.
    - Use of graphic organizer to help in organizing information within lab reports
  - Computer based Pre-assessments based on NGSS

- Goal of increasing comfort and knowledge of computer based testing for the California Science Test (CAST).
- Practice with multiple choice tests that have more than one correct answer
  - Consortium of Beach Cities Schools NGSS Performance Task Development Project
    - Goal of training teachers in the process of writing Performance Tasks similar to those on the CAST
    - 2 teachers being trained that will disseminate information and training to the rest of the department
    - Prepare students for performance tasks that focus on testing Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts
  - Goal for 2018-2019: Spiraling Content to embed Life Science, Physical Science, and Earth and Space Sciences concepts throughout a three-year course of study in Biology, Chemistry and Physics.

Physical Education:

- Goal: 3% Physical Fitness Test Goal, Upper Body Strength: from 86% to 89%
- Actions:
  - Achievement Team Protocol:
    - Formative Assessments - pre-test
    - Daily practice
    - Test again after 6 weeks and Data Analysis
    - Interventions: More planking, more yoga, more body weight exercises for students who need improved performance

Visual and Performing Arts (VAPA)

- Goal: 90% Baseline Goal
- Actions:
  - Continue and further develop a departmental common assessment based on the listed VAPA vocabulary outlined in the California State VAPA standards

- To stress this vocabulary on a daily warm up basis and as it relates to the daily activities/ lessons in class
- To stress the language as presented on the California State VAPA standards and relate it to California State VAPA Standard Number Five "Relations, Connections and Applications" as a means of connecting the strands that bind the fine arts together
- To develop language and meaning based in the California State VAPA Standards that can be linked to forming students who become creators and not makers or at best creative creators or creative makers
- To create assessments and strategies to assess creativity as it relates to the Visual and Performing Arts
- To build and create a foundation course assessment common to all areas of the Visual and Performing Arts
- To link these goals to Career and College readiness goals
- Achievement Team Protocol:
  - Formative Assessments
  - Data Analysis
  - Intervention and alignment of assessments, best practice instruction and interventions

Foreign Language (LOTE):

- Goal: 90% Baseline Goal
- Actions:
  - Test corrections in order to reinforce the importance of failure as part of the learning process and to reinforce persistence as an essential learning skill
  - Achievement Team Protocol:
    - Formative Assessments
    - Data Analysis
    - Intervention and alignment of assessments, best practice instruction and interventions

Counseling:

- Goal: Increase % of students meeting "a-g" with a 3.0 or higher GPA, from 66% to 69%
- Actions:
    - Annual College Night designed to educate students and parents on the many options for college and career, including financial aid planning, the CSU, UC and other university options, community college and test prep
    - Additional sophomore counseling designed to address the needs of students who are beginning to make decisions about post-high school options (SB 813)
    - Grade level classroom presentations, including development of the ISP (Individual Strategic Plan), transcript evaluation, timeline and grade level information
    - ISP student and parent notification in the Spring, including transcript review for grades 9-11

College and Career:

- Goal: Increase % of students meeting state *College and Career Indicators* from 81% to 84%
- Actions:
    - Naviance implementation for all grades, including the Strengths Explorer inventory, Resume builder, Senior College survey and other college and career readiness activities
    - Weekly communication on college visits and CCC activities
    - Annual college fair and Career Day
    - Internship , dual enrollment, and other college and career opportunities and supports
    - Parent University and partnering with the AVID program
    - PLTW/AP College Board incentive
    - Increased career pathway completion

Special Education:

- Goal: Support goals of core departments

- Actions:
    - Supporting application of accommodations and/or modifications
    - Small group instruction in/out of general education classes
    - Develop complementary resources
    - Provide options to assess mastery of a concept
    - Teach/encourage students to self-advocate
    - Conferences
    - Review student progress with student

English Learners:

- Goal: Support goals of core departments and to develop supports by department, specific to the content
- Actions:
    - Review of "Think-Pair-Share" technique for quick checks, helping to encourage and build content knowledge and understanding, promote speaking and listening skills across content areas (district-wide strategy focus)
    - Development of content specific guides/techniques for academic vocabulary, content reading, and writing strategies designed to help all teachers in that content area with common areas of struggle for second language learners
    - Development of a secondary snapshot/passport to help teachers individualize and address expressed goals by students

Intervention Specialist (TOSA):

- Goal: Improve the GPA of identified students between the 10 week and first semester by 3%.
- Actions:
    - Identify students based on unduplicated count, program enrollments and grades, and collect baseline data.
    - Meet with students and establish relationships, trust, and schedule frequency of meetings (weekly, biweekly, monthly, etc.)

- ○ Research and determine best practices and interventions to implement with each student
- ○ Work with stakeholders (student, parent, teachers, counselors) to collaborate what is best for student

Instructional Technology:

- ● Goal: To increase the number of teachers redesigning tasks and further integrating technology along the SAMR model: 45% baseline goal
- ● Actions:
  - ○ District-wide: Working closely with ESMS and ESHS admin, Executive Director of Educational Services, and Director of Technology to align goals and actions
  - ○ School-wide: Provide PD opportunities involving tech tools/resources that support technology integration and align with intervention plans
  - ○ Individual
    - ■ 1:1 instructional technology support and assistance
    - ■ Tech cohort
- ● Apple Distinguished School: Continue Individualized Technology Initiative (ITI), portfolio development, and Apple visits

WASC Mid-cycle Progress Report Preparation

In preparing this report, the Leadership Team met in Spring 2017 to begin drafting it together. In Fall 2017, the Leadership Team began reviewing, writing, and editing the document. Additionally, Focus Groups made up of staff, parents, and students, met regularly to write, edit, and review the report. Because of the use of Action Research as our Action Plan, the Action Plan and this Mid-cycle Report are living documents that we utilize regularly and are constantly changing.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan:

Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

> ➔ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report*

Improve college and career readiness.

Over the last three years, ESHS has sought to increase college and career readiness through various measures. Each Department/Home Group supported this growth through a variety of means. The following means were and are being currently employed to improve students' critical justifications and analytical thinking:

- After examining the CAASPP data, the English faculty decided to focus on the Writing claim. The English department focused on writing mechanics and included standardized feedback on essays to improve students' ability to write more efficiently and critically. Teachers have come together more than once to formally calibrate their essays to improve student writing and comprehension. They have also set a 3% growth goal on the CAASPP from 85% to 88% using interim assessments and a common assessment essay.

- The Math department completed a short study on teacher feedback on classwork in the Algebra 2 classroom while continuing to align curriculum to the standards across all levels. The department continues to fill student gaps and misconceptions by completing two achievement team cycles targeting and addressing student weaknesses in areas that include factoring, polynomials, and functions. They have also implemented a growth goal of 3% from 59% to 62% on the CAASPP. They are utilizing pre- and post-assessments, spiraling content and interim assessments to see achieve this goal.

- The Science department developed students' writing skills on formal laboratory reports and included reading of informational scientific texts, in order to improve analysis of phenomena and justification of conclusions based on evidence. This was further aided by the use of graphic organizers to help students strategically organize their thoughts. This year, the Science department has also set a 3% improvement goal on their benchmark assessments, from 78% to 81%. They are using the Achievement Team protocol this year to measure this. They are also formalizing their teacher tutoring and creating and maintaining a common laboratory report. Additionally, with the implementation of the NGSS, 2 of our Science teachers have been involved with a consortium of nearby schools to create and assess performance tasks. Lastly, they are evaluating the possibility of spiraling content between Life Sciences, Physical Sciences, and Earth and Space Sciences through a three-year course of study.

- The Social Sciences department increased the use and analysis of primary and secondary source documents. They are working this year to move History classes from a 63% to a 66% on benchmark assessments. They are hoping to achieve this by using formative assessments, pre- and post-assessments, Socratic Seminars, Document Based Questions and other strategies.

- The LOTE teachers helped students reflect on their learning through test corrections. These corrections ask students to justify and analyze their reasoning more deeply to identify and correct misconceptions. This review of test items guides the instruction on how to predict future questions and helps students how to better learn and prepare for all assessments.

- The Counseling department reimplemented sophomore counselling in 2015. As such, the class of 2017 is the first class to graduate after creating their Individual Strategic Plan outlining a four-year plan that outlines the courses, internships, and/or work experience choices that are appropriate for that student's goals. These plans are recorded on the students' individual transcripts as well as in the Naviance system. These are constantly evolving documents, as students continue to refine their goals throughout their high school years. This year, the Counseling department has

established a more refined goal: To increase the percentage of students meeting " a-g" with a 3.0 or higher GPA. They have been working on this by altering their annual college night, additional topics within sophomore counseling appointments, grade level presentations, and individualized student plans. The purpose of this goal is aligned with the College and Career Readiness Indicators.

- AVID and Special Education teachers continue to develop grade analysis, goal-setting, and counselling students as they work to meet their academic goals. They also work collaboratively with all other departments and classes to best support the needs of their students.

- All ESHS stakeholders are committed to continued work to see improvement in college and career readiness, especially using the metrics involved in the College and Career Readiness anchor standards.

- This year, the use of the School-wide Grade Analysis activity has returned. In it, all students are required to write down their grades every grading period, reflect, and goal plan on their future.

With these indicators, we have determined that 81% of students in the class of 2017 were considered prepared. By having these numbers, we have begun the processes in setting goals to increase this percentage by supporting students in their "a-g", Honors and AP courses, encouraging students to take and pass AP exams, and discussing offering more Career and Technical Education courses.

Deepen and strengthen critical thinking, reading, and writing.

Deepening and strengthening critical thinking, reading, and writing has been addressed over the previous three years through the use of research-based strategies to address instructional needs in the classroom. While these are only partially reflected by their performance on standardized assessments such as the CAASPP, their scores only meet a pat of this goal for this critical need. (See Action Research document's Literature Review for substantiation.) Initially, following our protocols for Action Research, Home Groups began to address this need on their own. The following is being done within each home group:

- In the English department home group, English teachers' emphasized the teaching of mechanics and providing usable feedback for essay writing. Incorporating more interventions based on speaking and listening claims also became a focus, as teachers saw this need emerge. The continued use of reading comprehension strategies remained intact.

- In the Math department home group from 2015-2017, several Math department teachers participated in a peer coaching program through Loyola Marymount University. They evaluated instructional changes by examining student work with their coaches. Although funding for the coaching grant was discontinued, the mathematics department continues to work together at all levels to close student achievement gaps through critically examining student scores to determine next steps of instruction via achievement teams. Additionally, all students participated in Interim CAASPP testing on multiple dates to prepare students and guide teachers in gaps of students learning. The department continues to learn about all the tools available at caaspp.org to help inform our practice and instruction based on student results.

- In the Special Education department home group, the department proctored Interim CAASPP ELA Performance Tasks to help students build familiarity with the structure and expectations of a CAASPP ELA Performance Task. The sheltered English courses also focused on a grade 4 performance task as a class, with plans to repeat again the following semester, but with a different task.

- In the Social Studies department home group, teachers are using more primary texts from common core related sources for their assessments. Teachers are also incorporating more data-based questions (DBQ's) and free response questions (FRQ's) to help improve students' critical thinking and reasoning.

- In the Visual and Performing Arts department home group, which includes PE and Languages Other Than English, a focus on test corrections and their effects (Spanish) as well as a sustained review of the FitnessGram and Body Mass Index (PE) continued from the previous year. The Art classes each implemented interventions based on areas of need per course.

- In the Science department home group, the team instituted a department-wide laboratory rubric, with a focus on the laboratory report conclusions. They did this to increase writing proficiency and depth of understanding, requiring students to use a graphic organizer to plan and structure their writing.
- The Leadership Team and invested stakeholders are continuing to determine the best ways to measure success in meeting this need and have determined the use of common assessments, as well as CAASPP scores, and survey data, will help us measure our progress.

This year, a larger conversation has ensued about the achievement gaps that exist at ESHS. As the Data Committee continues to share out results with stakeholders, additional supports for underperforming groups are being explored and discussed. The underperforming subgroups that have been identified are: Hispanic, African American, and Economically Disadvantaged students.

Continue to align assessment, curriculum, and instruction to CCSS and NGSS.

During our last WASC visit, the Visiting Team determined aligning assessment, curriculum, and instruction to the Common Core State Standards and Next Generation Science Standards should remain a need to be strengthened. While all Home Groups have continued to focus on improving implementation of these standards across all subjects, stakeholders have viewed results from the CAASPP testing, claim by claim, to determine how they could plan curriculum to address weaknesses in those results. This planning has grown to a school-wide effort in all classes and subject areas to support developing student skills measured by the English Language Arts, Math, and Science CAASPP claims.

 More specifically, the following is being done in the Mathematics, Science, and English departments:

- In the Mathematics department, teachers continue to refine the learning targets and align them to the Common Core Standards while infusing the eight Math Practices into

their classes. The department hopes to begin work on the flow across the levels in the Spring of 2018.

- Prior to 2015, the Science Home Group attended workshops and conferences where the Next Generation Science Standards were discussed but not yet finalized. Over the last three years, teachers have continued to attend conferences and workshops, including the National Science Teachers Association Conference, where they have collaborated with colleagues on how to implement these new standards. Additionally, in 2015-2016, the School District adopted a course sequence for the Sciences. Teachers have also begun attending a workshop focused on teaching educators how to create performance tasks similar to those that will be found on the CAST, thus continuing to prepare students in the best ways possible.

- In the English department, complete department pull-out days have happened, where teachers meet to align rubrics and assignments. Additionally, the English department has met with some consultants on the implementation of Common Core curriculum and on data management programs to be utilized for assessments.

While the History Frameworks have yet to be adopted, the Social Studies Department has engaged in conversations at the County level about the new framework, collaborated on benchmark exams, and continued to set goals for skills and concepts, especially related to the ELA CAASPP. The Spanish team, or Languages Other than English teachers, have continued to use benchmark assessments and error analysis to review student understanding and learning. Aligning to the World Language Content Standards, the Spanish teachers continue analyze their data, along with school-wide data, to drive instruction.

With the District's introduction of Achievement Teams this year, ESHS has set measurable and attainable goals within each department. These Achievement Teams are a formalized process that allow teachers to work collectively and collaboratively to support students to achieve. Moreover, using these Achievement Teams has supported the departments in measuring and meeting their goals of improving CAASPP and/or benchmark scores.

V: Schoolwide Action Plan Refinements

Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
Include a copy of the school's latest updated schoolwide action plan.

Following our full WASC visit, where our self-identified Critical Learner Needs were redeveloped and rationalized, the Leadership Team educated the staff on these needs. Subsequently, the team began a literature review in preparation to address these needs. Action Research continued at El Segundo High School over the last three years with some minor refinements. Prior to this report, ESHS conducted a new Action Research project yearly, based on its critical needs. After our last visit, the Leadership Team and staff determined that this was not as beneficial as completing one Action Research Project, utilizing methodologies addressing both Critical Learner Needs, to be edited and used each year, but not rewritten. This move has proven to be beneficial in continuing to measure effectiveness of strategies and interventions implemented. With various new programs and initiatives that come about over time, this process has assisted staff in determining needs, developing interventions, and measuring their growth. In 2017-2018, when the District Office introduced Achievement Teams and sought to see at least two cycles completed, this became the primary focus for the faculty and stakeholders of ESHS. While not a wild departure from the Action Research model, this new process has taken time and resources to learn and perfect.

It was determined that a Data Sub-Committee was also needed and has begun looking more in depth at available data and how it can be analyzed to support students and continue their growth.

Additionally, with the fluctuation in leadership and faculty, discussions have begun about returning to the Action Plan template frequently used in most public high schools, departing from a near-decade of Action Research in favor of a more standard, less complicated process.

VI. Appendix

ESHS Action Research Action Plan 2015-2018

State of the School Presentation & Action Plan 2017-2018

State of the School Presentation 2016-2017

Achievement Team Protocol Template

School-wide Grade Analysis Form