STUDENT COMMUNITY PROFILE OVERALL SUMMARY
FROM ANALYSIS OF PROFILE & PROGRESS DATA

OVERALL SUMMARY
Since the last WASC visit, six year ago, SEHS shareholders have worked diligently to make gains towards meeting the critical academic needs identified by the WASC Visiting Committee (VC). SEHS has also worked on recommendations left by the VC mid-term review three years ago. From 2009 and on, SEHS’ action plan has been addressed schoolwide through departmental and small school groups, along with home and focus groups, which have included parents, out-of-classroom personnel and classified staff.

PAST CANs:
SEHS’ last full WASC Visit was in March of 2008, SEHS indentified the following critical learner needs based on data within the school profile and the examination of evidence used to write the self-study. Below are highlights on how progress has been made.

CAN #1: Academic Literacy
ESLR/ACE: Effective Communicators - Students speak confidently, write effectively, read critically, and listen reflectively

PROGRESS MADE:
1. Reclassification of students who have not reclassified in 5 years went from 88% to 83%.
2. 199 of 341 EAP 11th grade CST/ELA test takers are not ready for college.
3. Student enrollment in college has seen a steady increase in students attending Community Colleges in the past three years and a decrease in the past two years of students attending 4-Year Universities by 5%.
4. Student AP Passing with a C or better: Went from 1,074 in 2012-2013 to 897 in 2013-2014
5. PSC Spring 2013 Findings: 21 of the 44(48%) of the classrooms observed, had opportunities to participate in dialogue.
6. CAHSEE: Pass rates in both ELA and Math have decreased from 36% to 32% in ELA, and 58% to 49% in Math.
CAN #2: Social/Emotional/Physical Health
ESLR/ACE: Aware and Socially Responsible Citizens - Students practice ethical behavior, accept civic responsibility, respect and appreciate diversity, and maintain an informed worldview.

PROGRESS MADE:
1. FitnessGram findings express that females are 10% below males in aerobic capacity.
2. There are approximately 48 Clubs and Organizations at SEHS.
3. Cohort Drop-Out Rates have significantly decreased from 25.9% in 2009-2010 to 16.5% in 2013.
4. Attendance (ADA) had decreased from 91.5% in 2013 to 94.1% in 2014.
5. 735 parents completed the LAUSD School Experience Survey in 2014 compared to 494 parents completing the survey in 2013.
6. Advisory curriculum began in 2013, but was not able to be fully implemented due to lack of time during advisory and funds to buy books.
7. School Wide Positive Behavior Support Plan (SWPBS) Incentive Plan began to be implemented in 2013, and now includes daily tardy sweeps during 1st period using TrueID, random searches, and scheduled tardy sweeps during other periods.

CAN #3: Critical Thinking Skills - students analyze and interpret information, utilize effective ESLR/ACE: strategies to solve problems, and demonstrate technological literacy

PROGRESS MADE:
1. Professional Development was developed in conjunction with PD Sub-Committee to help address critical thinking and higher level blooms such as coaching, reflection and CCSS strategies.
2. AP Enrollment in 2014 was 440, with 228 of them receiving qualifying scores. In comparison to 2013, with 505 students enrolled and 337 of them having qualifying scores.
3. A-G required courses in 2014 enrolled in at least 1 A-G Requirement was 2,278, with 456 receiving a D/F in 1 A-G course, in comparison to 506 of 2,575 students in 2013 receiving a D/F in 1 A-G course.
4. Cohort Graduation Rate in 2012-2013 was 79.9% and dropped to 76.8% (preliminary rate) in 2013-2014.
IMPLICATIONS OF THE DATA WITH RESPECT TO STUDENT PERFORMANCE

Based on the analysis of the data from Chapter I through home and focus groups, shareholders have formulated three central challenges that are necessary to address and improve student learning and achieving the vision of successful future graduates at South East High School.

CURRENT DATA:

CAN #1 - 21st CENTURY STUDENT ENGAGEMENT & LEARNING FOR ALL STUDENTS

P.R.I.D.E. (SLO) ADDRESSED:

- Problem Solvers
- Responsible Citizens
- Independent, Resilient, Individuals
- Disciplined Learners
- Effective Communicators

South East High School’s Self-Study findings revealed the need for all students to have equal access and support to the curriculum, the need in building additional partnerships, and the need for more research-based lessons and real-world projects. The urgency to increase student learning for all is indicated in the 2013-2014 CAHSEE DATA: ELA 76.2% and Math 78.4% pass rates, which have both dropped. The findings also indicated the need to build upon collaboration, critical thinking, communication, and creativity through professional learning communities and professional development. All shareholders also identified the need for further increased parental involvement in student engagement and learning for all students.

AREAS TO BE ADDRESSED in the Action Plan:

- Equal access to curriculum and support: Developing an effective intervention program that will aid all students in becoming life long learners.
- Partnerships/SLC Themes: Partnership such as Grammy Ed Day & FIDM (VAPA), Federal District Courts Los Angeles (JLS), Charter Communications Cable (TMM), LA Youth At Work (BIL) and Association for Climate Education/Tree People (HSE) have seized within small schools. Building additional partnerships for 21st Century learners is essential to SEHS students.
- Collaboration, critical thinking, communication, and creativity: It is essential that all students, including EL, ELLs and Sped Education students be facilitated by their teachers in 21st Century student engagement, and teaching and learning. Students will be guided to collaborate, communicate, think critically and use creative ways to be better problem solvers.
- Research-based, real-world projects/21st Century learning such as the required Service Learning Project for seniors must be implemented through advisory or other content areas at an earlier age and on a smaller scale.
- PLCs/PD continued focus on CCSS skills and strategies, RWAC and the re-introduction of PLC Leads will help guide PD and instruction to students.
**CAN #2 – ACADEMIC SUPPORT and PROFICIENCY FOR ALL STUDENTS**

South East High School’s self-study findings and DATA from the School Profile revealed that SEHS must focus on the need to improve academic support and proficiency for ALL students, especially those students in targeted groups such as English Language Learners, Long Term English Language Learners, Special Education Students, and students with disabilities. All shareholders also identified the need for further increased parental involvement to support students’ academic literacy and proficiency for all students.

**P.R.I.D.E. (SLO) ADDRESSED:**
- Problem Solvers
- Responsible Citizens
- Independent, Resilient, Individuals
- Disciplined Learners
- Effective Communicators

**AREAS TO BE ADDRESSED in the Action Plan:**
- **Cohort graduation rate**
- **Expected Smarter balanced assessment/growth:** 44% of 9-11th grade students will score proficient or advanced on Smarter Balanced (SBAC) Exam on ELA in 2016-2017
- **ELLs, LTLLs and Special Ed students** will be given additional support by using differentiated instruction, Bloom’s Taxonomy and strategies to improve proficiency for all.
- **CAHSEE rates** will increase for EO, IFEP, LEPs, and RFEPs. 2013-2014 saw drops in ELA and MATH for all language classifications.
- **College going rate** is expected to increase by 5% in 2014-2015 with the continued effort of the College Center in continuing to promote a college going atmosphere at SEHS.

**CAN #3 - PERSONALIZATION AND SOCIAL/EMOTIONAL NEEDS OF ALL STUDENTS**

The Self-Study findings indicate a continued need to improve the social/emotional needs of students in regards to a consistent School Wide Positive Behavior Support Plan (SWPBSP) which includes improved attendance, P.R.I.D.E. advisory curriculum, and college and career readiness and support. All shareholders also identified the need for further increased parental involvement in personalization and social/emotional needs of all students.

**P.R.I.D.E. (SLO) ADDRESSED:**
- Problem Solvers
- Responsible Citizens
- Independent, Resilient, Individuals
- Disciplined Learners
- Effective Communicators
AREAS TO BE ADDRESSED in the Action Plan:

- **Attendance** incentive program will continue and be implemented by the PSA Counselors
- **Advisory Curriculum** will be focused on P.R.I.D.E. (Schoolwide Learner Outcomes)

Through the self-study, focus groups also reflected on areas of strength and growth. SEHS has many areas to be proud of as listed below. As any self-reflection, there are many areas of growth SEHS must focus on in order to help improve student learning and achievement for all.

AREAS OF STRENGTH:

1. We have already begun the discussion of Common Core in professional development and department meetings, and we are beginning to become more familiar with the changes associated with the shift to Common Core.
2. 8 week Saturday intervention for CAHSEE has steadily contributed to increase graduation rate and API scores.
3. Faculty and staff assisted in developing more concise and meaningful mission and vision statements and SLOs to address student needs.
4. Facilities/environment
5. Common Core Professional Development supported by the District
6. Departments follow Common Core Standards
7. Departmental congruence with curriculum, SLOs, and standards.
8. Articulation with feeder Elementary and Middle Schools by small schools
9. Opportunities for students to double up on courses due to seven period schedule
10. Support courses offered throughout the year in a variety of subject areas
11. Credit Recovery
12. Active College and Career Center
13. CAHSEE/SAT Saturday school
14. Many Clubs
15. High enrollment in Honors and AP classes with rigorous instruction is increasing AP exam passing rates
16. Double-blocking of classes for long-term English learner intervention; general education tutorial; AP core subject and seminar enrichment
17. Teachers are benefitting from the peer observation process
18. Teachers are achieving at cultivating student independence and facilitating student self-directedness
19. One of our strengths is reviewing standard test data in order to identify areas of growth.
20. Encourage parents to be involved and accountable for overseeing their child’s progress through the use of our highly active parent center.
21. PLC planning time and meetings to train and encourage teachers to be accountable for benchmarks and student learning.
22. Common formative and summative assessments created by the PLCs that are standards-based and data driven.
23. PLCs work together to analyze and assess student work.
Chapter 3

24. Safety - Our school has fewer fights than other LAUSD schools, requiring only one dean. SEHS maintains a clean campus. Hallways and bathrooms are cleaned daily and routinely. Graffiti is not as apparent as on other campuses.

25. Parental and Community Involvement - The Parent Center is a strong liaison on our campus. Parent/Community and Student Achievement. Every year SEHS is improving facilities, trainings of staff and faculty, and student academic support.

26. Trust - Parents cooperate with staff and students feel confident to seek support services.

27. Student Involvement in Curriculum/Co-Curricular Activities – Athletic team offerings and school club opportunities, driven by the need and desires of the students, has resulted in a high student involvement percentage.

28. Adequate Personalized Support – individualized learning plans are a priority for counseling personnel, staff and teachers.

Areas of Need:

1. Better monitoring the effectiveness of at risk students’ progress.

2. South East High School has become aware that the size of the parent center is not conducive to large groups of parents coming in on a daily basis and becoming active participants in their student's learning needs. South East High Schools' leadership team will proceed by holding informational meetings with parent leaders as to what additional steps are necessary to alleviate all obstacles and ensure additional parental involvement.

3. South East High School has become aware that academic intervention at core subjects is a critical area of need if students are to continue improving their performance in state standardized tests and be college ready or career ready by the time they graduate. South East High School has been considering an after school tutoring schedule.

4. South East High School has also been informed that we need to continue looking at data such as graduation rates, grade promotion rates, quality of grades and the effectiveness of a seven day period schedule vs. an alternating six period day year long schedule similar to South Gate High School and other schools in Whittier Unified School District.

5. South East High School has also identified promoting the Student Learning Objectives and PRIDE to all students as a critical area of needs. It is of vital importance for all stakeholders to recognize that active participation at all levels is important to the overall success of SEHS.

6. Professional Learning Communities - additional opportunities to meet to develop CCSS lessons.

7. Partnerships - with local community industries that reflect each small school.

8. Professional Development - to meet the needs of ALL students; especially Special Education and English Language Development.

9. Increase expression and development of SLC themes by creating elective course curriculum and instruction, such as AVID program, combined with developing the Career Center.

10. Provide increased guidance and academic support for demoted students to meet graduation requirements.

11. Create opportunities Real-world experience in the classroom.

12. Create more opportunities than Service Learning in 12th grade for students to gain skills and knowledge with research-based, real-world projects.

13. Opportunity for the inclusion of special education teacher with the general education teacher on Co-teaching.
14. Percentage of parents involved in workshops and conferences could be higher.
15. PLCs need additional time to review student work together.
16. Teacher turnover has had a negative impact on the PLCs structure, which can hinder trust and consistency within the PLC and department members.
17. Create more opportunities for students to give feedback to their teachers.
18. Small schools have limited time to analyze our own SLC students and data.
19. Parental and Community Involvement - Parents need to be more active participants in their child(ren)’s education. Evaluation of benchmark support, such as the “Remind Application” and other email communication methods might improve accessibility and involvement.
20. Citizenship and Ethical Behavior - SEHS can improve the practice of integrity by our students by offering them more opportunities to practice ethical behaviors. Student ownership of campus and classroom safety and cleanliness needs to be improved and supported.
21. Higher Expectations - Improvement of student performance data would positively impact our school culture. Viable credit recovery summer school funded, implemented and student recognized.
22. Monitoring Student Progress - All shareholders need to participate in the monitoring of academic achievement and behavioral infractions.
23. Equal Access to Curriculum and Support – counselors’ ability to direct student with student self-promoting, including other than the college career path. On-line instruction - SEHS course catalog enhancement that lists all of the classes offered as well as other pertinent information to guide all students to achievement. Implementation of iPad for every student, to become a reality, and integrated into traditional and on-line remedial course offerings.
IMPORTANT QUESTIONS RAISED:

1. How effective have all the interventions and academic initiatives been, and how much of a measurable change have they made in student performance?
2. How are teachers using Advisory time? How are teachers measuring progress? What data can be reviewed to support the implementation?
3. How can SEHS better include parents, students, and community members in the shared responsibility for student learning and achievement?
4. Does the master schedule facilitate appropriate placement of all students?
5. Does the staff receive professional development to meet the needs of all learners?
6. Does the staff effectively use technology to meet student needs?
7. How do special education and general education teachers collaborate?
8. How effectively are PLCs reviewing data to inform their instruction?
9. How can shareholders effectively monitor, address, and review data on student tardies, absences, suspensions, and discipline? What practices are most effective to support student learning?
10. How are shareholders creating opportunities in and out of the classroom to address 21st century skills? How are these measured?