



Segerstrom High School

2301 West MacArthur Blvd. • Santa Ana, CA 92704 • (714) 241-5000 • Grades 9-12

Duncan McCulloch, Principal
duncan.mcculloch@sausd.us

2012-13 School Accountability Report Card Published During the 2013-14 School Year



Santa Ana Unified School District

1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
(714) 558-5501
www.sausd.us

District Governing Board

Audrey Yamagata-Noji
José A. Hernández, J.D.
Rob Richardson
John Palacio
Cecilia Iglesias

District Administration

Richard Miller, Ph.D.
Superintendent

Stefanie Phillips
**Deputy Superintendent, Operations,
CBO**

Mark McKinney
**Associate Superintendent, Human
Resources**

Dawn Miller
**Assistant Superintendent, Secondary
Education**

Michelle Rodriguez, Ed.D.
Chief Academic Officer

Doreen Lohnes
**Assistant Superintendent, Support
Services**

Joe Dixon
**Assistant Superintendent, Facilities
Planning & Governmental Relations**
Deidra Powell
Public Communications Officer



School Description

Segerstrom High School is a Fundamental School, defined by both philosophy and expectations. As both a “school of choice” and a neighborhood school, Segerstrom students come from a very small “neighborhood” immediately surrounding the campus as well as from throughout the district through a lottery system. 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 governed by high expectations and accountability for all. The staff provides a structured academic literacy program with an emphasis on the establishment of strong study and organizational skills. Literacy is the focal point, with students expected to be reflective communicators, resourceful learners, and responsible citizens (ESLR’s). The school seeks to instill within each student a sense of responsibility, patriotism, positive self-image, and pride in accomplishment. All staff has made a commitment to create a college-bound culture where academic excellence meets student accountability. Teachers and staff are dedicated to ensuring that every student meets or exceeds four-year university entrance requirements. In order to cultivate success among all students, Segerstrom offers extensive assistance in the form of multiple interventions and support systems throughout the school. In addition, teachers work in professional learning communities to continuously improve instructional practices and develop smaller learning communities that allow students to receive more individualized attention.

Vision Statement:

To create a community where all students do their best learning and all staff do their best teaching.

Mission Statement:

To provide a supportive and challenging environment where all students excel.

District Profile

Santa Ana Unified School District is the sixth largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 83.8% enrolled in the Free or Reduced Price Meal program, 45.7% qualifying for English language learner support, and approximately 9.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Over 25 schools have received the Golden Bell Award.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

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

District Vision

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

Opportunities for Parental Involvement

Parents are encouraged to get involved in Segerstrom High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are invited to chaperon field trips and assist during special events as well.

Segerstrom High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances such as music, choir and/or theater performances
- Fundraisers
- Career Day
- Senior Exit Portfolio Interviews
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to give input on curricular programs, activities, and the design of the schools Single Plan for Student Achievement:

- School Site Council
- English Language Advisory Council
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 241-5000

School-to-home communication is provided in both English and Spanish. In addition, the Edulink automated phone system delivers individually tailored messages to parents in several home languages. Through routine correspondence and special announcements, the school keeps parents informed on school news, student activities, schedules, policy changes, and class curriculum updates. To achieve this communication, Segerstrom employs the following media:

- Edulink automated phone system
- School Website
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- *School Emails

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 241-5000.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	616
Gr. 10	685
Gr. 11	551
Gr. 12	674
Total	2,525

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	8.5
Filipino	0.8
Hispanic or Latino	86.1
Native Hawaiian/Pacific Islander	0.2
White	2.4
Two or More Races	0.6
Socioeconomically Disadvantaged	78.9
English Learners	15.9
Students with Disabilities	6.6

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	34.4	33.8	34	5	8	6	3	2		58	56	68
Math	32.8	36	35	9	4	4	5	2	8	56	56	59
Science	35.3	33.9	34	1	4	4	6	6	5	47	47	58
SS	34.7	32.9	35	5	6	3	4	6	11	35	35	50

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	8.97	10.24	8.00
Expulsions Rate	0.08	0.25	0.16
Districtwide	10-11	11-12	12-13
Suspensions Rate	10.14	14.5	8.47
Expulsions Rate	0.25	0.51	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2012-2013 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 6/20/13

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Segerstrom High School took place on 6/20/13. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	PUMP/FILTER RM: Boiler rm water leaking for boiler #2 s/c: 227116
Interior: Interior Surfaces	[X]	[]	[]	D 303: Stained ceiling tile s/c: 227117 A122: Stained ceiling tile s/c: 227117 D 202: Stained ceiling tile s/c: 227117 A 179: Stained ceiling tile s/c: 227117
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	E 104: Missing two switch cover plate s/c: 227115
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	84	85	100
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	2,338
Without Full Credential	◆	◆	21

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys. The school and district are currently transitioning to the Common Core framework and will be piloting the 11th grade assessment in the spring of 2014. Curriculum units of study have been designed for all core classes and in the 2014-2015 school year, 9th and 10th grade math classes will be full realigned to support common core instructional strategies.

All staff development activities throughout Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2012-2013 school year, Segerstrom High School sponsored 21 hours of staff development, as well as 11 student-delayed-start staff development opportunities. Segerstrom also offers focused staff development opportunities at each of the monthly staff meetings. Staff development topics have included the following: data analysis, student talk/collaboration, SIOP and learning objectives, engagement strategies, schoolwide writing, Thinking Maps, AVID strategies, GATE training, and special education needs. 2013-2014 staff development will continue to focus on common core implementation and training.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2012-2013 school year, district training opportunities focused on the following:

At the secondary level –

- Language Arts
- AP Training (Advanced Placement)
- Common Core Instructional strategies and practical assessments
- ERWC (Expository Reading and Writing Course - CSU)
- Thinking Maps
- SIOP Training (EL planning and teaching strategies)
- AVID Training (Advancement Via Individual Determination)
- CTAP Technology Training (California Technology Assistance Project)
- GATE Training (Gifted And Talented Education)
- GLAD Training (Guided Language Acquisition Design)
- SMART Technologies Training
- Google Apps in Education Training
- Special Education

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	.1
Resource Specialist	4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	480

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to: • Bilingual Education • Beginning Teacher & Support (BTSA) • California Child Nutrition Education • Carl Perkins • Class Size Reduction • Comprehensive School Reform • Drug Free Schools • Even Start Family Literacy • Gifted & Talented Education • Head Start • Instructional Materials • Migrant Education • Peer Assistance & Review • Regional Occupational Program • Safe Schools and Healthy Students • Special Education • Title I, II, III, IV, & VII • Vocational Education • Reading First

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,281	\$921	\$4,360	\$77,647
District	♦	♦	\$4,130	\$80,944
State	♦	♦	\$5,537	\$69,704
Percent Difference: School Site/District			5.6	-4.1
Percent Difference: School Site/ State			-21.3	11.4

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,462
Mid-Range Teacher Salary	\$74,308	\$66,133
Highest Teacher Salary	\$94,284	\$85,735
Average Principal Salary (ES)	\$115,509	\$107,206
Average Principal Salary (MS)	\$115,544	\$111,641
Average Principal Salary (HS)	\$121,341	\$122,628
Superintendent Salary	\$265,000	\$225,176
Percent of District Budget		
Teacher Salaries	40.6%	38.3%
Administrative Salaries	4.2%	5.1%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 28, 2014

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On January 28, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 13/14-2993 which certifies as required by Education Code §60119 that for the 2013-2014 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West <i>Language!</i>	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, College Algebra-Elementary and Intermediate Algebra Concepts and Applications	9-12
2008	Prentice Hall, Probability & Statistics	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, Physics Honor – Algebra/Trig	13
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, Psychology – Understanding Psychology	9-12
2006	Holt. Sociology – The Study of Human Relationships	9-12
2006	Oxford University, Mexican American Studies – The course of Mexican History	9-12

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	62	58	43	45	44	54	56	55
Math	31	34	23	47	48	45	49	50	50
Science	55	52	48	44	48	46	57	60	59
H-SS	68	69	63	37	40	41	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	44	45	47	41
All Student at the School	58	23	47	63
Male	54	24	50	68
Female	62	23	45	58
Black or African American	46	27		36
American Indian or Alaska Native				
Asian	89	66	90	88
Filipino	83	42		83
Hispanic or Latino	55	19	43	60
Native Hawaiian/Pacific Islander				
White	65	36		77
Two or More Races	75	17		
Socioeconomically Disadvantaged	56	21	43	61
English Learners	9	3	9	17
Students with Disabilities	30	10	10	20
Students Receiving Migrant Education Services	55	9		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	24.0	43.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	7	-28
Black or African American			
American Indian or Alaska Native			
Asian	-7	15	-10
Filipino			
Hispanic or Latino	0	9	-26
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-5	7	-26
English Learners	-2	5	-95
Students with Disabilities			-1

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	10	10	10

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,931	38,934	4,655,989
	API-G	789	743	790
Black or African American	Students	15	131	296,463
	API-G	730	793	708
American Indian or Alaska Native	Students	3	30	30,394
	API-G		782	743
Asian	Students	150	887	406,527
	API-G	924	893	906
Filipino	Students	12	83	121,054
	API-G	859	877	867
Hispanic or Latino	Students	1,691	37,188	2,438,951
	API-G	775	737	744
Native Hawaiian/Pacific Islander	Students	6	36	25,351
	API-G		788	774
White	Students	42	393	1,200,127
	API-G	838	843	853
Two or More Races	Students	12	185	125,025
	API-G	777	719	824
Socioeconomically Disadvantaged	Students	1,617	36,543	2,774,640
	API-G	780	737	743
English Learners	Students	308	21,622	1,482,316
	API-G	638	674	721
Students with Disabilities	Students	128	4,584	527,476
	API-G	626	615	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	Yes	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	520	3,672	418,598
Black or African American	3	15	28,078
American Indian or Alaska Native		4	3,123
Asian	55	146	41,700
Filipino	4	11	12,745
Hispanic or Latino	432	3261	193,516
Native Hawaiian/Pacific Islander		7	2,585
White	17	204	127,801
Two or More Races	9	24	6,790
Socioeconomically Disadvantaged	22	241	31,683
English Learners	34	811	93,297
Students with Disabilities	426	3015	217,915

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	1.60	1.60	0.60
Graduation Rate	98.94	97.99	99.23
Districtwide			
Dropout Rate (1-year)	12.50	13.40	10.40
Graduation Rate	84.15	82.60	85.22
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	82	76	77
Mathematics	80	77	77
Districtwide			
English-Language Arts	54	48	52
Mathematics	56	58	57
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	4	---
Science	5	---
Social Science	4	---
All courses	21	7.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	22	30	43	36	21
All Students at the School	23	34	43	23	49	28
Male	26	37	37	22	51	27
Female	21	31	48	25	47	28
Black or African American						
American Indian or Alaska Native						
Asian	10	17	73	7	22	71
Filipino						
Hispanic or Latino	25	36	39	26	52	23
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	26	36	39	25	50	25
English Learners	62	33	6	57	38	5
Students with Disabilities	65	29	6	52	45	3
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	505
Percent of pupils completing a CTE program and earning a high school diploma	95%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	64%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	72.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	54.4

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Today’s cutting-edge, rigorous and relevant career and technical education (CTE) prepares high school students for a wide range of high-wage, high-skill, high-demand careers. CTE courses are available to all high school students in the Santa Ana Unified School District. The goals of the program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career technical education programs, the integration and sequencing of courses, and most importantly serving special populations.

CTE programs of study combine academic rigor and real world relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. Some courses satisfy the “a-g” entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, work-based learning opportunities are available for students to apply theories and skills learned in the classroom to an actual job situation further enhancing a real world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives. Currently Segerstrom HS does not offer a CTE pathway but does offer the following CTE electives that fulfill the above requirements and state rigor.

Art of Digital Photography (UC)+, Sports Medicine (UC), 2/2, Digital Photography Lab, Medical Core +