



# Segerstrom High School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Santa Ana Unified School District

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#### District Governing Board

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Rigo Rodriguez, Ph.D. – Vice President

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Cecilia “Ceci” Iglesias – Member

John Palacio – Member

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Superintendent

Edmond Heatley, Ed.D.  
Deputy Superintendent,  
Administrative Services

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Deputy Superintendent,  
Educational Services

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Associate Superintendent, Human Resources

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Assistant Superintendent, K-12 School Performance and Culture

Orin Williams  
Assistant Superintendent,  
Facilities/Governmental Relations

Deidra Powell  
Chief Communications Officer

### School Description

Segerstrom High School (Segerstrom) is a fundamental school, defined by both philosophy and expectations. As both a "school of choice" and a neighborhood school, Segerstrom students come from two sources. Priority enrollment is given to those students residing inside the school attendance boundaries. Remaining availability is allotted through a district lottery system. All parents, students and staff must sign an agreement and abide by that agreement in completing assignments, maintaining good attendance habits and complying with the various other policies of the school. As a fundamental high school, Segerstrom provides a comprehensive, standards-based core curriculum grounded on high expectations and accountability for all. Primary emphasis is on a highly structured program of basic academic literacy skills and enrichment with additional emphasis on the establishment of strong study and organizational skills. The school seeks to instill within each student a sense of responsibility, patriotism, positive self-image and pride in accomplishment. Literacy is the focal point, with students expected to be effective communicators, engaged learners and exceptional citizens (SLO's). All staff has made a commitment to create a college-bound culture where academic excellence meets student accountability, dedicated to ensuring that every student meet or exceed four-year university entrance requirements. Underlying this commitment is extensive assistance through multiple interventions and support systems throughout the school. Teachers work in partnership in professional learning communities to continuously improve instructional practices and also develop smaller learning communities that allow students to receive more individualized attention, meeting during Monday delayed starts throughout the year, as well as on other staff development days. Segerstrom prides itself on college readiness and has implemented the ACT program at every grade level to every student.

### Vision Statement:

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

### Mission Statement:

To maintain a community that provides a challenging and supportive environment which empowers students to develop skills and strategies necessary for post-secondary success.

### 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.

### District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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 programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, 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.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	699
Grade 10	510
Grade 11	674
Grade 12	552
<b>Total Enrollment</b>	<b>2,435</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	6.8
Filipino	0.7
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.1
White	1.4
Two or More Races	0.7
Socioeconomically Disadvantaged	85.5
English Learners	6.8
Students with Disabilities	6.9
Foster Youth	0

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Segerstrom High School	15-16	16-17	17-18
With Full Credential	91	92	92
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Segerstrom High School	15-16	16-17	17-18
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 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 September 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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 including those 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.

#### Textbooks and Instructional Materials Year and month in which data were collected: August 25th, 2017

Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM Math	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, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability &amp; Statistics</i>	9-12
<b>Language Arts</b>		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2003	Holt, Rinehart, <i>Winston Literature &amp; Language Arts</i>	9-12
<b>Science(s)</b>		
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 &amp; Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	12
<b>Social Science</b>		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</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, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (MandO) 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 MandO'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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/31/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	63	59	31	31	48	48
Math	33	29	25	25	36	37

\* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	692	680	98.3	44.1
Male	348	345	99.1	48.7
Female	344	335	97.4	39.4
Asian	47	47	100.0	74.5
Hispanic or Latino	625	614	98.2	41.4
Socioeconomically Disadvantaged	622	611	98.2	41.9
English Learners	64	62	96.9	8.1
Students with Disabilities	42	41	97.6	41.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	44	40	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	19.9	48.5

\* Percentages are not calculated 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	654	629	96.18	58.66
Male	331	322	97.28	55.9
Female	323	307	95.05	61.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	80.43
Filipino	--	--	--	--
Hispanic or Latino	583	560	96.05	56.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	563	540	95.91	57.04
English Learners	116	113	97.41	23.01
Students with Disabilities	42	38	90.48	18.42
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	654	633	96.79	28.64
Male	331	324	97.89	29.63
Female	323	309	95.67	27.6
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	63.04
Filipino	--	--	--	--
Hispanic or Latino	583	564	96.74	25.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	563	544	96.63	27.02
English Learners	116	113	97.41	7.08
Students with Disabilities	42	38	90.48	2.63
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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
- Advance Placement fair day
- Senior Project Interviews
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent Technology night
- Disciplina Positiva, parenting workshops
- 'After School Jags'---offering parents the chance to attend tech training, Zumba classes, and many other activities.
- LCAP parents meetings held twice per year
- District wide school choice faire (January)

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 Institute for Quality Education (PIQE)
- Parent-Teacher-Student Organization (PTSO)
- WASC focus groups
- School climate committee
- Bright-Bytes survey
- Healthy Schools survey

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 Parentlink automated phone system delivers individually tailored voice and email messages to parents in several home languages. Parentlink can also allow parents to respond to messages by voicemail or email. 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:

- Parentlink automated phone and email system
- School website
- Public service Channel 31 or 51
- School and/or class newsletters
- Peachjar for electronic distribution of flyers
- Letters
- School marquee/banners
- New student orientations
- School emails

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety 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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.2	3.98	4.07
Expulsions Rate	0	0.24	0.04
District	2014-15	2015-16	2016-17
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	53	
Percent of Schools Currently in Program Improvement	88.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	.1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	486

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	34	34	32	7	7	2	13	13	37	59	59	38
Mathematics	35	35	33	6	6	3	3	3	20	63	63	49
Science	36	36	33			1	2	2	17	59	59	46
Social Science	33	33	32	5	5	2	20	20	31	43	43	37

\* 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 rather than grade level.



### **Professional Development provided for Teachers**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards where applicable. Staff development concentrations are identified and selected based upon student assessment results, Local Control and Accountability Plan (LCAP) goals, teacher input, and Common Core and state content standards.

All staff development activities throughout Santa Ana Unified School District are focused on increasing student learning and proficiency. Segerstrom HS 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, engagement strategies, school wide writing, Thinking Maps, AVID strategies, GATE training, and special education needs. Collaboration within Professional Learning Communities and vertical teams is strongly encouraged as teachers are provided full-day or period release time to collaborate and for training.

In addition to staff development provided on campus, in accordance with the District's LCAP goals, staff members are encouraged to attend professional development, provided either by the district or by other organizations. 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.

At the secondary level -

- Language Arts
- AP Training (Advanced Placement)
- Common Core Instructional strategies and practical assessments
- ERWC (Expository Reading and Writing Course - CSU)
- MAP training
- Data Based Questions (BDQ) training
- College Prep Math (CPM) program
- AVID Training (Advancement Via Individual Determination)
- CTAP Technology Training (California Technology Assistance Project)
- GATE Training (Gifted and Talented Education)
- Silicon Valley Math Initiative (SVMI)
- Gooru
- Shmoop implementation
- SMART Technologies Training
- Google Apps for Education Training
- Special Education

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) 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. Through a partnership with College Board, teachers are encouraged to attend a one-day AP Workshop that is held annually on Segerstrom's campus. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Department 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,263	\$47,808
Mid-Range Teacher Salary	\$85,920	\$73,555
Highest Teacher Salary	\$109,017	\$95,850
Average Principal Salary (ES)	\$129,866	\$120,448
Average Principal Salary (MS)	\$131,985	\$125,592
Average Principal Salary (HS)	\$147,384	\$138,175
Superintendent Salary	\$330,743	\$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Seegerstrom High School	2013-14	2014-15	2015-16
Dropout Rate	0.8	0.6	0.2
Graduation Rate	98.18	98.31	99.22
Santa Ana Unified School District	2013-14	2014-15	2015-16
Dropout Rate	8.2	6.2	4.3
Graduation Rate	87.37	88.88	91.62
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,728	\$905	\$5,823	\$90,009
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-12.8	-0.8
Percent Difference: School Site/ State			-11.4	13.6

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	689
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.47
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	57.43

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	2	◆
Foreign Language	3	◆
Mathematics	2	◆
Science	4	◆
Social Science	6	◆
All courses	19	42.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	99.22	93.33	87.11
Black or African American	100	80.95	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	98.33	94.42
Filipino	100	100	93.76
Hispanic or Latino	99.14	92.89	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	97.73	90.99
Two or More Races	100	97.37	90.59
Socioeconomically Disadvantaged	100	80.34	63.9
English Learners	62.5	65.24	55.44
Students with Disabilities	98.81	92.9	85.45
Foster Youth	0	88.89	68.19

### Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on an industry-specific program of study over a two to four year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana combine academic rigor and real-world work-based 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. To prepare all students to be both college and career ready, we have updated almost all courses to satisfy the “a-g” entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience.

Prepared by Don Isbell, CTE Director  
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### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.