

# Segerstrom High

## 2022 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Segerstrom High
<b>Street</b>	2301 West MacArthur Blvd.
<b>City, State, Zip</b>	Santa Ana, CA 92704
<b>Phone Number</b>	(714) 241-5000
<b>Principal</b>	David Casper
<b>Email Address</b>	David.Casper@sausd.us
<b>School Website</b>	www.sausd.us/segerstrom
<b>County-District-School (CDS) Code</b>	30-66670-0108365

## 2022-23 District Contact Information

<b>District Name</b>	Santa Ana Unified School District
<b>Phone Number</b>	714-558-5501
<b>Superintendent</b>	Jerry Almendarez
<b>Email Address</b>	jerry.almendarez@sausd.us
<b>District Website Address</b>	www.sausd.us

## 2022-23 School Overview

Segerstrom High (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, positive self-image and pride in accomplishment. Literacy is the focal point, with students expected to practice the pillars of Student Learning Outcomes (Resilience, Ownership, Achievement and Respect) through the written process. Segerstrom's staff has made a commitment to create a college-bound culture where academic excellence meets student accountability, dedicated to ensuring that every student meet or exceed four-year university entrance requirements. Underlying this commitment is extensive assistance through multiple interventions and support systems throughout the school. This is seen with intervention during school hours in math and ELA courses as well as after school in our after-school program called After School Jags (ASJ). 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. Segerstrom has developed a Homeroom/Seminar which serves to motivate students to engage them in learning. Four components of Homeroom include Jaguar Spirit, Jaguar Culture, Student Support, and Jaguar connections. Office Hours is an intervention block where students can retake tests or learn a skill or activity.

### Vision Statement:

To create a collaborative community of staff, parents, and students focused on lifelong learning.

### Mission Statement:

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	666
Grade 10	699
Grade 11	559
Grade 12	599
Total Enrollment	2,523

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.2
Asian	5.5
Black or African American	0.5
Filipino	0.6
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.7
White	1.1
English Learners	11.8
Foster Youth	0.4
Homeless	7.1
Migrant	0.2
Socioeconomically Disadvantaged	53.9
Students with Disabilities	7.1

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	81.20	88.83	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	5.81	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	4.90	5.36	177.80	9.16	18854.30	6.86
<b>Total Teaching Positions</b>	<b>91.40</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.50	89.83	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	4.62	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.17	23.50	1.15	11953.10	4.28
Unknown	4.20	4.36	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>96.30</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	5.30	4.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.30</b>	<b>4.40</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.10
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.10</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.60	4.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10	1.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 27, 2022, 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. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 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.

**Year and month in which the data were collected** September 27, 2022

Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Core Connections</i>	9-12

2018	Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i>	9-12
2018	Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</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
2018	CPM, <i>Statistics</i>	9-12
2017	CPM, <i>Precalculus</i>	9-12

### Language Arts

2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</i>	9-12
2022	Bedford Freeman Worth, <i>Ideas in Argument</i>	11

### 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 &amp; Physiology</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12
2016	National Geographic Learning, <i>Environmental Science: Sustaining Your World</i>	9-12
2018	McGraw Hill, <i>Environmental Science: A Global Concern</i>	9-12
2015	National Geographic Learning, <i>Oceanography</i>	9-12
2010	W.H. Freeman & Co, <i>Principles of Life</i>	9-12
2010	Pearson, <i>Chemistry: The Central Science</i>	9-12
2001	Pearson, <i>College Physics</i>	9-12
2022	Pearson, <i>Forensic Science: An Introduction</i>	9-12

### Social Science

2020	Pearson, <i>World Geography</i>	9-12
2020	HMH, <i>Psychology</i>	9-12
2020	HMH, <i>Sociology</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12
2017	Wadsworth, <i>Voyages in World History</i>	9-12
2017	Prentice Hall, <i>Cultural Landscape</i>	9-12
2017	Cengage, <i>Western Civilization Since 1300</i>	9-12
2020	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	10
2017	Glencoe, <i>American History: Connecting with the Past</i>	11
2020	McGraw Hill, <i>United States History and Geography: Continuity &amp; Change</i>	11
2020	Pearson, <i>Magruder's American Government</i>	12
2020	Pearson, <i>Economics</i>	12
2022	Bedford Freeman Worth, <i>Presidential Election Update American Government: Stories of a Nation</i>	12

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

7/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	31	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	25	N/A	19	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	530	98.33	1.67	59.81
Female	276	271	98.19	1.81	64.58
Male	263	259	98.48	1.52	54.83
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	30	30	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	488	480	98.36	1.64	57.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	83.33
English Learners	52	51	98.08	1.92	7.84
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	59.52
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	331	325	98.19	1.81	56.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	34	91.89	8.11	20.59

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	531	98.52	1.48	24.86
Female	276	272	98.55	1.45	22.79
Male	263	259	98.48	1.52	27.03
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	30	30	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	488	481	98.57	1.43	21.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	52	51	98.08	1.92	0.00
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	26.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	331	326	98.49	1.51	20.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	35	94.59	5.41	2.86

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	26.32	24.45	16.34	15.3	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1154	1138	98.61	1.39	24.45
Female	565	557	98.58	1.42	23.24
Male	589	581	98.64	1.36	25.61
American Indian or Alaska Native	--	--	--	--	--
Asian	70	68	97.14	2.86	61.76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1040	1027	98.75	1.25	21.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	44.44
English Learners	89	88	98.88	1.12	0
Foster Youth	--	--	--	--	--
Homeless	86	84	97.67	2.33	23.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	740	727	98.24	1.76	22.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	65	94.2	5.8	4.62

## 2021-22 Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students for college and career readiness. Students participate in courses within the regular instructional day, during after-school expanded learning programs, and through virtual learning programs. CTE classes are vertically aligned from TK-12 starting with career awareness in TK-5th grades, career exploration in 6th-8th grades, while culminating with work-based learning experiences in high school.

Students complete an integrated CTE sequence of courses referred to as a career pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM). CTE regional, county, and state competitions help students build industry skills and leadership skills through participation in career technical student organizations (CTSO). SAUSD CTE continues to focus on expanding relevant industry recommended certifications and with providing students work-based learning opportunities at partner businesses within our community through internships, field trips, and guest speakers.

SAUSD CTE courses combine real-world relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet "A-G" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	658
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.52
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	55.99

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93.6	93.9	94.5	93.8	94.2

## 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 regarding the school district and at each school site.

#### 2022-23 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/Virtual
- Open House
- Student performances such as music, choir and/or theater performances
- Fundraisers
- College Night/Virtual
- Sports events
- Graduation activities
- Wellness Center - Parent Meetings and Events
- Student recognition assemblies
- College Late Nights/FAFSA
- Disciplina Positiva parenting classes
- College application and financial aid workshops
- After School Jags---offering parents the chance to attend technology training, and many other activities.
- LCAP parents meetings
- School Climate Committee Meetings
- District wide school choice faire
- Grade-specific parent meetings
- 8th grade informational parent night
- Individual counseling meetings/Virtual
- Booster Meetings/Virtual
- GATE parent nights/Virtual
- School Site Council/ In Person/Virtual

## 2022-23 Opportunities for Parental Involvement

- English Learner Advisory Committee/Virtual
- WASC focus groups
- Bright-Bytes survey - Panorama
- Healthy Schools survey
- Virtual/In Person Parent Meetings

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 Blackboard automated phone system delivers individually tailored voice and email messages to parents in several home languages. Blackboard 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:

- School website
- ParentSquare
- Social Media: Facebook/Twitter/Instagram
- Public service Channel 31 or 51
- School and/or class newsletters
- Letters
- School banners
- New student orientations
- School emails

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.3	0		2.6	3.7		8.9	7.8
Graduation Rate		99.2	99.3		91.4	92.4		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	608	604	99.3
Female	282	280	99.3
Male	326	324	99.4
American Indian or Alaska Native	--	--	--
Asian	38	38	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	547	543	99.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	49	47	95.9
Foster Youth	--	--	--
Homeless	48	46	95.8
Socioeconomically Disadvantaged	499	495	99.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	32	88.9



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2565	2547	481	18.9
Female	1282	1274	243	19.1
Male	1283	1273	238	18.7
American Indian or Alaska Native	3	3	0	0.0
Asian	139	139	11	7.9
Black or African American	12	12	3	25.0
Filipino	16	16	4	25.0
Hispanic or Latino	2340	2324	449	19.3
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	16	16	6	37.5
White	32	30	8	26.7
English Learners	309	304	68	22.4
Foster Youth	13	12	4	33.3
Homeless	188	188	50	26.6
Socioeconomically Disadvantaged	1764	1756	347	19.8
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	186	184	55	29.9

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.80	2.24	2.45
Expulsions	0.04	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.04	4.60	0.02	3.55	0.20	3.17
Expulsions	0.00	0.04	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.60	0.04
Female	3.28	0.00
Male	5.92	0.08
American Indian or Alaska Native	0.00	0.00
Asian	2.16	0.00
Black or African American	8.33	0.00
Filipino	6.25	0.00
Hispanic or Latino	4.74	0.04
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	0.00	0.00
English Learners	7.77	0.00
Foster Youth	15.38	0.00
Homeless	6.38	0.00
Socioeconomically Disadvantaged	4.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.45	0.00

## 2022-23 School Safety Plan

Safety Plan Approval Date: 2/1/2022

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	18	53
Mathematics	30	9	24	46
Science	30	5	35	29
Social Science	31	12	11	47

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	17	30	45
Mathematics	31	9	16	54
Science	32	5	20	43
Social Science	30	10	20	40

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	50	28	43
Mathematics	23	39	25	43
Science	22	32	32	28
Social Science	22	35	19	41

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	280.33

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,499.40	\$1,056.88	\$6,442.51	\$104,905.87
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	-12.2	8.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-26.9	21.4

## 2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,304	\$51,081
Mid-Range Teacher Salary	\$90,222	\$77,514
Highest Teacher Salary	\$116,846	\$105,764
Average Principal Salary (Elementary)	\$147,227	\$133,421
Average Principal Salary (Middle)	\$140,656	\$138,594
Average Principal Salary (High)	\$163,083	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	1
Foreign Language	7
Mathematics	5
Science	8
Social Science	24
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	55

## Professional Development

All curriculum and instructional improvement activities at Segerstrom are aligned to the districts Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement. These opportunities include, but are not limited to the following:

- Advanced Placement (AP) training
- AVID Training (Advancement Via Individual Determination)
- Educational technology through CUE and OCCUE conferences and Google Apps for Education Training
- Common Core instructional strategies and practical assessments
- English Language Arts training through UCI Writing Project and CA Association of Teachers of English conferences
- ERWC (Expository Reading and Writing Course - CSU)
- Science professional development through National Science Teachers Association (NSTA) conference
- Language development training through CA Association of Bilingual Educators conference and the OCDE workshop Designing Quality Learning for ELs
- Assessment & data training including MAP and Aeries training
- Data Based Questions (DBQ) training
- CTAP Technology Training (California Technology Assistance Project)
- GATE Training (Gifted and Talented Education)
- Special Education

The majority of these PD days were in pull out day trainings provided at the school site. Professionals on campus and experts from outside the district came to our school to provide the above trainings. AVID strategies are also taught holistically and part of our professional development. SAUSD provided a five day PD week which centered around basic competencies that each teacher needed to begin the school year. These included: Google Classroom, Canvas, Curriculum Development (each subject), ParentSquare, SEL, Google Meet, and a variety of self selected PD for enrichment.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	27