

# Segerstrom High

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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.

## 2023-24 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          |

## 2023-24 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</b> | www.sausd.us                      |

## 2023-24 School Description and Mission Statement

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 granted to students who reside within the designated school attendance boundaries. Siblings of students can attend as well. 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          | 680                |
| Grade 10         | 643                |
| Grade 11         | 635                |
| Grade 12         | 531                |
| Total Enrollment | 2,489              |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 51.3%                       |
| Male                                | 48.7%                       |
| American Indian or Alaska Native    | 0%                          |
| Asian                               | 5.1%                        |
| Black or African American           | 0.4%                        |
| Filipino                            | 0.6%                        |
| Hispanic or Latino                  | 91.9%                       |
| Native Hawaiian or Pacific Islander | 0.2%                        |
| Two or More Races                   | 0.6%                        |
| White                               | 1.2%                        |
| English Learners                    | 12.6%                       |
| Foster Youth                        | 0.4%                        |
| Homeless                            | 7.3%                        |
| Migrant                             | 0.2%                        |
| Socioeconomically Disadvantaged     | 69%                         |
| Students with Disabilities          | 8.2%                        |

## 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> |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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> | 5.30    | 4.40    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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>                     | 0.00    | 1.10    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 5.6     | 4.1     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.1     | 1       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 26, 2023

| Year Adopted          | High School Textbook Publisher   | Grades |
|-----------------------|--|--------|
| <b>Mathematics</b>    |  |        |
| 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   |
| 2017                  | CPM, <i>Core Connections</i>   | 9-12   |
| 2017                  | CPM, <i>Precalculus</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   |
| 2018                  | CPM, <i>Statistics</i>   | 9-12   |
| <b>Language Arts</b>  |  |        |
| 2017                  | Pearson, <i>ILit ELL</i>   | 9-12   |
| 2018                  | McGraw Hill, <i>StudySync</i>  | 9-12   |
| 2022                  | Bedford Freeman Worth, <i>Ideas in Argument</i>  | 11     |
| 2023                  | Bedford Freeman Worth, <i>Literature and Composition</i>   | 12     |
| <b>Science(s)</b>     |  |        |
| 2001                  | Pearson, <i>College Physics</i>  | 9-12   |
| 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   |
| 2010                  | W.H. Freeman & Co, <i>Principles of Life</i>   | 9-12   |
| 2010                  | Pearson, <i>Chemistry: The Central Science</i>   | 9-12   |
| 2015                  | National Geographic Learning, <i>Oceanography</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   |
| 2022                  | Pearson, <i>Forensic Science: An Introduction</i>  | 9-12   |
| <b>Social Science</b> |  |        |
| 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                  | Pearson, <i>World Geography</i>  | 9-12   |
| 2020                  | HMH, <i>Psychology</i>   | 9-12   |
| 2020                  | HMH, <i>Sociology</i>  | 9-12   |
| 2020                  | McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>                           | 10     |
| 2020                  | McGraw Hill, <i>United States History and Geography: Continuity &amp; Change</i>                     | 11     |
| 2023                  | Norton, <i>Give Me Liberty!</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**

7/20/2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           | :   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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).

#### 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.

### 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 60             | 60             | 31               | 32               | 47            | 46            |
| Mathematics (grades 3-8 and 11)                    | 25             | 26             | 19               | 20               | 33            | 34            |



## 2022-23 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                                  | 614                     | 610                  | 99.35                 | 0.65                      | 60.16                          |
| Female  | 323                     | 321                  | 99.38                 | 0.62                      | 62.93                          |
| Male  | 291                     | 289                  | 99.31                 | 0.69                      | 57.09                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 37                      | 37                   | 100.00                | 0.00                      | 89.19                          |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 555                     | 552                  | 99.46                 | 0.54                      | 57.25                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 57                      | 56                   | 98.25                 | 1.75                      | 5.36                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 57                      | 57                   | 100.00                | 0.00                      | 64.91                          |
| Military                                      | 53                      | 53                   | 100.00                | 0.00                      | 52.83                          |
| Socioeconomically Disadvantaged               | 435                     | 433                  | 99.54                 | 0.46                      | 57.97                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 38                      | 36                   | 94.74                 | 5.26                      | 19.44                          |

## 2022-23 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                                  | 614                     | 610                  | 99.35                 | 0.65                      | 26.23                          |
| Female  | 323                     | 321                  | 99.38                 | 0.62                      | 23.99                          |
| Male  | 291                     | 289                  | 99.31                 | 0.69                      | 28.72                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 37                      | 36                   | 97.30                 | 2.70                      | 80.56                          |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 555                     | 553                  | 99.64                 | 0.36                      | 22.42                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 57                      | 56                   | 98.25                 | 1.75                      | 0.00                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 57                      | 57                   | 100.00                | 0.00                      | 31.58                          |
| Military                                      | 53                      | 53                   | 100.00                | 0.00                      | 22.64                          |
| Socioeconomically Disadvantaged               | 435                     | 433                  | 99.54                 | 0.46                      | 23.33                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 38                      | 36                   | 94.74                 | 5.26                      | 2.78                           |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 24.45          | 30.19          | 15.30            | 16.00            | 29.47         | 30.29         |

## 2022-23 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                                  | 1149             | 1142          | 99.39          | 0.61               | 30.04                   |
| Female  | 598              | 595           | 99.50          | 0.50               | 28.24                   |
| Male  | 551              | 547           | 99.27          | 0.73               | 31.99                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 67               | 67            | 100.00         | 0.00               | 71.64                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 1040             | 1034          | 99.42          | 0.58               | 26.79                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 19               | 19            | 100.00         | 0.00               | 47.37                   |
| English Learners                              | 106              | 104           | 98.11          | 1.89               | 0.96                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 102              | 102           | 100.00         | 0.00               | 35.29                   |
| Military                                      | 86               | 85            | 98.84          | 1.16               | 28.24                   |
| Socioeconomically Disadvantaged               | 779              | 775           | 99.49          | 0.51               | 27.48                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 71               | 68            | 95.77          | 4.23               | 4.41                    |

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 744                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 61.8                      |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.4    |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 41.75   |

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9     | 90.0                             | 89.9   | 90.0  | 90.2  | 86.6                        |

## 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.

#### 2023-24 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 chaperone 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

## 2023-24 Opportunities for Parental Involvement

- School Site Council/ In Person/Virtual
- English Learner Advisory Committee/Virtual
- WASC focus groups
- Bright-Bytes survey - Panorama
- Healthy Schools survey
- Virtual/In Person Counseling Grade Level 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/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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 0              | 0              | 1.1            | 4.7              | 3.7              | 8.4              | 9.4           | 7.8           | 8.2           |
| Graduation Rate | 98.5           | 99.3           | 98.3           | 88.4             | 92.4             | 89.9             | 83.6          | 87            | 86.2          |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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                                  | 535                          | 526                        | 98.3                   |
| Female  | 273                          | 270                        | 98.9                   |
| Male  | 262                          | 256                        | 97.7                   |
| Non-Binary                                    |                              |                            |                        |
| American Indian or Alaska Native              | 0                            | 0                          | 0.00                   |
| Asian   | 31                           | 30                         | 96.8                   |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | --                           | --                         | --                     |
| Hispanic or Latino                            | 482                          | 475                        | 98.5                   |
| Native Hawaiian or Pacific Islander           | --                           | --                         | --                     |
| Two or More Races                             | --                           | --                         | --                     |
| White   | 14                           | 13                         | 92.9                   |
| English Learners                              | 61                           | 61                         | 100.0                  |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | 52                           | 52                         | 100.0                  |
| Socioeconomically Disadvantaged               | 433                          | 425                        | 98.2                   |
| Students Receiving Migrant Education Services | --                           | --                         | --                     |
| Students with Disabilities                    | 38                           | 35                         | 92.1                   |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 2524                  | 2509                                    | 375                       | 14.9                     |
| Female  | 1290                  | 1282                                    | 212                       | 16.5                     |
| Male  | 1233                  | 1226                                    | 163                       | 13.3                     |
| American Indian or Alaska Native              | 1                     | 1                                       | 0                         | 0.0                      |
| Asian   | 127                   | 127                                     | 3                         | 2.4                      |
| Black or African American                     | 9                     | 9                                       | 0                         | 0.0                      |
| Filipino                                      | 14                    | 14                                      | 0                         | 0.0                      |
| Hispanic or Latino                            | 2321                  | 2307                                    | 361                       | 15.6                     |
| Native Hawaiian or Pacific Islander           | 7                     | 7                                       | 1                         | 14.3                     |
| Two or More Races                             | 14                    | 14                                      | 3                         | 21.4                     |
| White   | 31                    | 30                                      | 7                         | 23.3                     |
| English Learners                              | 326                   | 321                                     | 60                        | 18.7                     |
| Foster Youth                                  | 12                    | 10                                      | 2                         | 20.0                     |
| Homeless                                      | 186                   | 185                                     | 33                        | 17.8                     |
| Socioeconomically Disadvantaged               | 1777                  | 1769                                    | 303                       | 17.1                     |
| Students Receiving Migrant Education Services | 4                     | 4                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 213                   | 212                                     | 55                        | 25.9                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.04           | 4.60           | 6.50           | 0.02             | 3.55             | 4.33             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.04           | 0.00           | 0.00             | 0.03             | 0.00             | 0.00          | 0.07          | 0.08          |



## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 6.5              | 0               |
| Female  | 5.89             | 0               |
| Male  | 7.14             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0.79             | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 6.85             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 14.29            | 0               |
| White   | 6.45             | 0               |
| English Learners                              | 8.9              | 0               |
| Foster Youth                                  | 8.33             | 0               |
| Homeless                                      | 8.06             | 0               |
| Socioeconomically Disadvantaged               | 7.15             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 9.86             | 0               |

## 2023-24 School Safety Plan

Safety Plan Approval Date: Mar. 31, 2023

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).

## 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                                  |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 20                 | 66                                   | 29                                    | 35                                  |
| Mathematics           | 23                 | 37                                   | 31                                    | 40                                  |
| Science               | 26                 | 26                                   | 16                                    | 40                                  |
| Social Science        | 22                 | 37                                   | 21                                    | 36                                  |

## 2022-23 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 | 276.56 |

## 2022-23 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                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 5                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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                                   | \$8,578                      | \$1,672                             | \$6,906                               | \$110,161              |
| District                                      | N/A                          | N/A                                 | \$8,610                               | \$98,288               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -22.0                                 | 10.3                   |
| State   | N/A                          | N/A                                 | \$7,607                               | \$87,885               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -2.3                                  | 25.4                   |

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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                      | \$63,168        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$94,508        | \$80,703                                     |
| Highest Teacher Salary                        | \$122,396       | \$109,418                                    |
| Average Principal Salary (Elementary)         | \$155,452       | \$137,703                                    |
| Average Principal Salary (Middle)             | \$152,508       | \$143,760                                    |
| Average Principal Salary (High)               | \$167,818       | \$159,021                                    |
| Superintendent Salary                         | \$350,000       | \$319,443                                    |
| Percent of Budget for Teacher Salaries        | 34.87%          | 30.35%                                       |
| Percent of Budget for Administrative Salaries | 4.04%           | 4.87%  |

## 2022-23 Advanced Placement (AP) Courses

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

|                                   |      |
|-----------------------------------|------|
| Percent of Students in AP Courses | 31.9 |
|-----------------------------------|------|

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  | 8                            |
| Fine and Performing Arts   | 2                            |
| Foreign Language   | 6                            |
| Mathematics  | 4                            |
| Science  | 8                            |
| Social Science   | 24                           |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 52                           |

## 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 - AP Reimagine Professional Development
- 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   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20      | 27      | 27      |