

# Santiago Hills Elementary School

## 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>	Santiago Hills Elementary School
<b>Street</b>	29 Christamon West
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	949-936-6000
<b>Principal</b>	Thomas Potwora
<b>Email Address</b>	ThomasPotwora@iusd.org
<b>School Website</b>	<a href="https://santiagohills.iusd.org">https://santiagohills.iusd.org</a>
<b>County-District-School (CDS) Code</b>	30-73650-6098529

## 2023-24 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website</b>	<a href="http://www.iusd.org">www.iusd.org</a>

## 2023-24 School Description and Mission Statement

The Santiago Hills Mission Statement reads: Santiago Hills Elementary School is committed to all students reaching their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing programs that develop children's mental, physical and social skills; fully equipping students with essential technology for 21st century challenges; supporting the work of teachers; and partnering with parents and the community to create an environment geared to the success of all students.

Santiago Hills serves a diverse student population, with students from pre kindergarten through 6th grade in general education, special education, and Alternative Program for Academically Advanced Students (APAAS) programs. The focus of Santiago Hills Elementary School's 2023/24 site goals is to create a base for future growth and continued achievement. Santiago Hills Elementary students, including English learners, are excelling academically when compared to state, county, and district achievement. However, we recognize that we need to prioritize goals that focus on meeting the needs of students needing mental health supports and chronic absenteeism. Our School Plan for Student Achievement (SPSA) proposes three goals:

Create a positive school climate and system of supports for student personal and academic growth.

Ensure that all students (every subgroup) attains proficiency in state standards through rigorous and relevant learning tools, resources and skills for all staff and students.

Continue to look at barriers, including attendance, that limit student participation in programs and provide equity in allocation of our resources.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	46
Grade 2	70
Grade 3	58
Grade 4	83
Grade 5	100
Grade 6	117
<b>Total Enrollment</b>	<b>548</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	51.8%
Asian	58.9%
Black or African American	0.2%
Filipino	1.3%
Hispanic or Latino	6.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	11.5%
White	18.2%
English Learners	10.6%
Foster Youth	0.4%
Socioeconomically Disadvantaged	11.1%
Students with Disabilities	6.8%

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.90	92.59	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown</b>	0.80	7.41	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	10.70	100.00	1371.80	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.00	100.00	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	0.79	11953.10	4.28
<b>Unknown</b>	0.00	0.00	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	19.00	100.00	1441.50	100.00	279044.80	100.00

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

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> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	0	0

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

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Our school district works to stay abreast of changing needs by providing a safe, functional, and attractive environment. During the summer of 2009, the school was thoroughly modernized. New restroom facilities replaced all existing restrooms, the campus has been updated to meet ADA codes, classrooms and work areas have all been updated and the district, site and PTA have worked to upgrade furniture and materials. In spring of 2013, Santiago Hills updated the play structure. In September of 2013, a new shade structure was added to the playground area to allow students more shaded areas to eat snack and finish lunch. In the summer of 2017, Santiago Hills was renovated to reconfigure the interior pods to include collaborative spaces for students, classroom doors, offices, and a new work room. The collaborative spaces allow for additional flexible instructional areas for students to work in small groups and on projects. Each of the three collaborative spaces was furnished with mobile tables, chairs, and bookshelves to provide versatile spaces that meet students' needs. Interior classroom doors were added to improve student safety. New offices and a staff workroom were built to replace existing spaces that were repurposed for the collaborative space. In the summer of 2017, the exterior of the school received a new coat of paint, brightening our campus with a clean, fresh appearance. In fall 2018, outdoor tables were installed near the portable classrooms to allow for additional workspace for upper grade student projects and collaboration. In addition, a shed for our Parent Teacher Association was added to accommodate storage needs. In 2020, an additional outdoor shade structure and additional tables were added near the portables to enhance the outdoor collaborative work space. Handicap parking spaces were also renovated in compliance with current guidelines. In 2021, planning has begun to complete new additions and updates to existing MPR, music rooms, and nutrition services as part of Irvine's Measure E bond.

## School Facility Conditions and Planned Improvements

We have completed the installation of our new blacktop in November of 2023 with two basketball courts, two new ball walls, and four square courts. This was done because in November of 2023 the new MPR/Activity Center is in the process of being built. This has an anticipated completion date of the beginning of the 2024/25 school year. In addition, the existing MPR will be converted to our new computer laboratory and the existing space will then house our entire school library. The kitchen area will also be expanded to include two lines and a shade structure outside where the students are waiting.

**Year and month of the most recent FIT report** 10/30/2023

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		F1: 4. WATER STAIN CEILING TILE F3: 4. WATER STAIN CEILING TILE P11: 4. WATER STAIN CEILING TILE P5: 4. WATER STAIN CEILING TILE P6: 4. WATER STAIN CEILING TILE
<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).

#### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	84	86	75	75	47	46
<b>Mathematics</b> (grades 3-8 and 11)	82	82	68	69	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
<b>All Students</b>	374	363	97.06	2.94	85.95
<b>Female</b>	179	173	96.65	3.35	86.71
<b>Male</b>	193	189	97.93	2.07	85.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	240	231	96.25	3.75	90.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	21	21	100.00	0.00	57.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	52	52	100.00	0.00	88.46
<b>White</b>	55	53	96.36	3.64	73.58
<b>English Learners</b>	36	26	72.22	27.78	50.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	45	42	93.33	6.67	78.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	30	96.77	3.23	56.67

## 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
<b>All Students</b>	374	372	99.47	0.53	82.26
<b>Female</b>	179	179	100.00	0.00	79.89
<b>Male</b>	193	192	99.48	0.52	84.90
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	240	239	99.58	0.42	91.63
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	21	21	100.00	0.00	38.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	52	52	100.00	0.00	78.85
<b>White</b>	55	54	98.18	1.82	64.81
<b>English Learners</b>	36	35	97.22	2.78	62.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	45	45	100.00	0.00	75.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	30	96.77	3.23	60.00

## 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
<b>Science</b> (grades 5, 8 and high school)	76.85	79.44	61.37	64.04	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
<b>All Students</b>	107	107	100.00	0.00	79.44
<b>Female</b>	47	47	100.00	0.00	78.72
<b>Male</b>	60	60	100.00	0.00	80.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	69	69	100.00	0.00	82.61
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	88.89
<b>White</b>	12	12	100.00	0.00	58.33
<b>English Learners</b>	13	13	100.00	0.00	30.77
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	16	16	100.00	0.00	43.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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: 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 5	94.29%	99.05%	99.05%	99.05%	99.05%

## 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

We appreciate the support and efforts of our parent volunteers. Parent volunteers help us to provide the best possible experience for all Santiago Hills students.

- **Classroom Assistance:** Classroom teachers will recruit parent help at the beginning of the school year. We have resumed parent volunteers following our district guidelines. If you are interested in serving in this way, please contact your child's teacher.
- **School Site Council:** This group is composed of staff and parent members whose responsibility it is to plan, monitor, and evaluate our School Improvement Plan. Parent members are selected via electronic ballot in the fall. Meetings and the agenda are listed in the front office.
- **Parent-Teacher Association (PTA):** This volunteer group is composed of all parents who wish to join. The PTA elected and appointed representatives' goal is to support the programs here at Santiago Hills and the overall educational system. A variety of programs and activities are scheduled throughout the year and coordinated by the PTA Board, which is elected in the spring of each year. All parents are encouraged to attend General Association meetings. Exact dates and times of all meetings, along with additional information is available online at <http://santiagohillspta.org>.
- **English Language Advisory Committee (ELAC):** The English Language Advisory Committee is composed of parents of English Language Learners who meet to review our instructional support of children who are learning English.

We are thankful for our school community and we send out weekly messages to the school community through the "Tiger Times" and welcome them also to our Friday Flag Deck. This is a great opportunity for the community to be surrounded by one another and to have contact with our school staff.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	586	53	9.0
Female	287	283	26	9.2
Male	301	301	27	9.0
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	357	355	20	5.6
Black or African American	1	1	0	0.0
Filipino	7	7	2	28.6
Hispanic or Latino	38	38	6	15.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	64	64	6	9.4
White	107	105	18	17.1
English Learners	84	82	12	14.6
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	86	85	11	12.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	6	11.5

### 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	0.00	0.36	0.17	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0
Female	0	0
Male	0.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.28	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.19	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.92	0

## 2023-24 School Safety Plan

The Santiago Hills staff continues to review and train staff on our newly revised Comprehensive School Safety Plan. The plan is reviewed with staff and our parent community annually and submitted to the district office. To view the Comprehensive Safety Plan, contact the school office. Monthly emergency drills are planned and implemented, including lockdown, fire drills, and full disaster drills. All staff are assigned and trained as part of an emergency team including first aid, search and rescue, and various other teams. Emergency radios that allow schools to communicate with one another, the district office, and law enforcement are used for drills. The staff is continually updating supplies, plans, and training to be fully equipped and ready in the event of any emergency.

Last year we worked with the Irvine Police Department with Intruder Training for both our certificated and classified staff members. Parents also had the opportunity to attend an evening informational evening. After every emergency call we debrief as a staff of "What worked and what can be improved." A training with the Irvine Police Department will continue next year.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2		
1	10	3		
2	10	3		
3	14	3		
4	16	4		
5	16	3	1	
6	14	3		
Other	26		4	

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5		
1	22	1	2	
2	27		2	
3	27		2	
4	28		3	
5	30		2	1
6	32		1	1
Other	27		1	

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	0	0
1	23	1	1	0
2	23	1	2	0
3	29	0	2	0
4	28	0	2	0
5	25	1	2	0
6	29	1	2	1
Other	31	0	2	0

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	3.3



## 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	\$5,881	\$188	\$5,693	\$97,324
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	-8.3	11.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	12.8	13.1

## Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

## 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
<b>Beginning Teacher Salary</b>	\$51,523	\$55,550
<b>Mid-Range Teacher Salary</b>	\$92,019	\$80,703
<b>Highest Teacher Salary</b>	\$118,946	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$150,833	\$137,703
<b>Average Principal Salary (Middle)</b>	\$159,048	\$143,760
<b>Average Principal Salary (High)</b>	\$180,782	\$159,021
<b>Superintendent Salary</b>	\$345,737	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	32.99%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.5%	4.87%

## Professional Development

Staff Development is provided in after school meetings, professional learning release days, Professional Learning Community (PLC) meetings, and individual mentoring. Implementation is supported through coaching, teacher-principal meetings, grade level PLCs, and data analysis. Our Staff Development opportunities for all staff in 2023/24 include work on the following:

- Social Emotional Learning
- Student and Staff Well-being
- Social Justice
- Emergency Preparedness
- Professional Learning Communities
- English Learner Strategies / Curriculum
- Literacy / Differentiation
- Math Differentiation

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	6	6