

Santiago Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Santiago Hills Elementary School
Street	29 Christamon West
City, State, Zip	Irvine, CA 92620
Phone Number	949-936-6000
Principal	Michele Ogden
Email Address	micheleogden@iusd.org
Website	http://www.iusd.org/sh/
County-District-School (CDS) Code	30-73650-6098529

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

School Description and Mission Statement (School Year 2019-20)

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 transitional 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 2019-2020 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 our low socioeconomic and disability students to ensure they are also making academic strides. Our School Plan for Student Achievement (SPSA) proposes two goals. The first SPSA goal is to more fully understand the needs of our English Learning population, and to implement new and best practices to serve them more effectively. Goal two is Improve rate of chronic absenteeism by offering an Independent Study option for extended absences.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	85
Grade 1	68
Grade 2	72
Grade 3	72
Grade 4	91
Grade 5	96
Grade 6	98
Total Enrollment	582

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	55.7
Filipino	1.9
Hispanic or Latino	9.3
White	19.4
Two or More Races	11.9
Socioeconomically Disadvantaged	15.5
English Learners	20.6
Students with Disabilities	11
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26.70	23.60	23.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P5: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) P6: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MUSIC: 15. DOOR DOES NOT CLOSE PROPERLY
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	86	87	77	78	50	50
Mathematics (grades 3-8 and 11)	84	84	74	74	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	347	98.30	1.70	87.32
Male	182	179	98.35	1.65	87.71
Female	171	168	98.25	1.75	86.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	219	217	99.09	0.91	94.01
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	52.00
Native Hawaiian or Pacific Islander					
White	63	60	95.24	4.76	81.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	39	39	100.00	0.00	87.18
Socioeconomically Disadvantaged	56	55	98.21	1.79	76.36
English Learners	96	93	96.88	3.12	82.80
Students with Disabilities	35	32	91.43	8.57	68.75
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	350	99.15	0.85	84.29
Male	182	180	98.90	1.10	86.11
Female	171	170	99.42	0.58	82.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	219	219	100.00	0.00	93.61
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	52.00
Native Hawaiian or Pacific Islander					
White	63	61	96.83	3.17	72.13
Two or More Races	39	39	100.00	0.00	76.92
Socioeconomically Disadvantaged	56	55	98.21	1.79	78.18
English Learners	96	96	100.00	0.00	85.42
Students with Disabilities	35	32	91.43	8.57	62.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.2	35.7	45.9

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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. There are opportunities for parents to work directly with students, to complete clerical tasks, and to complete tasks at home. 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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.6	0.2	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Santiago Hills staff continues to review and train staff on our newly revised Comprehensive School Safety Plan. The plan was reviewed with staff and our parent community in October 2019. This plan was submitted to the district office in November 2019. Monthly emergency drills are planned and implemented, including lockdown, fire drills, and full disaster drills. All staff is 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		3		22	1	4		27		3	
1	25		3		28		2		31		2	
2	25		2		27		3		19	1	2	
3	28		3		31		2		29		3	
4	32		2	1	32		2	1	23	1	2	1
5	31		3	1	28		2	1	32		1	2
6	32		2	1	31		3	1	33		1	2
Other**									12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.2

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,787	\$225	\$5,562	\$94,870
District	N/A	N/A	\$5,630	\$81,988.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-1.2	7.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-26.0	8.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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 2019-2020 include work on the following:

- Calm Classroom, Social Emotional Learning
- PBIS
- Technology and Innovation
- Social Studies
- Assessment and Report Cards
- Stop the Bleed
- Trauma Informed Teaching
- Supporting English Learners