

# Santiago Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<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>	Michele Ogden
<b>E-mail Address</b>	<a href="mailto:micheleogden@iusd.org">micheleogden@iusd.org</a>
<b>Web Site</b>	<a href="http://www.iusd.org/sh/">http://www.iusd.org/sh/</a>
<b>CDS Code</b>	30-73650-6098529

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2016-17)**

The Santiago Hills Mission Statement reads: Santiago Hills Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement. Santiago Hills Elementary School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

The focus for English Language Arts this year is to fully implement Step Up to Writing consistently school-wide based on the need from our staff to come up with a common writing program that includes common language across the curriculum. Staff will also continue to support close reading instruction across disciplines and to support all students as they engage with complex text. Also, to increase student exposure to nonfiction text. For Mathematics, the goal is to support the eight mathematical practices and emphasis on the areas of mathematics: Conceptual Development, Procedural Skill and Fluency, and application of skills in problem solving. As a PBIS school, Santiago Hills also has a goal for PBIS. The goal this year is to sustain, improve and extend learning systems of school support to classrooms to improve environments for effective teaching and learning. As a staff we will teach and model behavior expectations which will improve student safety, develop core values and help to ensure a positive learning climate. Student behavior referrals will continue to decrease in number and severity and staff will use and write referrals in a consistent manner. Staff will understand what resources are available to target students with Tier 2 and Tier 3 resources academically and behaviorally. Another key area of focus this year is developing our professional practice and improve student learning through Professional Learning Communities.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	100
<b>Grade 1</b>	56
<b>Grade 2</b>	67
<b>Grade 3</b>	93
<b>Grade 4</b>	97
<b>Grade 5</b>	94
<b>Grade 6</b>	118
<b>Total Enrollment</b>	625

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	54.7
Filipino	2.4
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0
White	22.6
Two or More Races	10.4
Socioeconomically Disadvantaged	10.2
English Learners	18.2
Students with Disabilities	11.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26.6	27.80	26.0	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	105.84

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Visual and Performing Arts</b>	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 continues to work aggressively 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.

Planning is currently underway to renovate collaborative spaces in each pod area and add interior doors to classrooms in summer 2017.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X	X		Wood stage in mpr needs refinishing
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		Work order for repainting water stains

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	84	82	77	78	44	48
<b>Mathematics</b>	84	84	74	75	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	94	91	96.8	73.6
	<b>4</b>	97	96	99.0	89.6
	<b>5</b>	97	95	97.9	85.3
	<b>6</b>	119	118	99.2	78.8
<b>Male</b>	<b>3</b>	59	58	98.3	70.7
	<b>4</b>	58	57	98.3	84.2
	<b>5</b>	49	48	98.0	85.4
	<b>6</b>	54	53	98.2	69.8
<b>Female</b>	<b>3</b>	35	33	94.3	78.8
	<b>4</b>	39	39	100.0	97.4
	<b>5</b>	48	47	97.9	85.1
	<b>6</b>	65	65	100.0	86.2
<b>Asian</b>	<b>3</b>	49	48	98.0	87.5
	<b>4</b>	57	57	100.0	93.0
	<b>5</b>	60	59	98.3	94.9
	<b>6</b>	71	70	98.6	87.1
<b>White</b>	<b>3</b>	18	18	100.0	50.0
	<b>4</b>	21	21	100.0	76.2
	<b>5</b>	19	18	94.7	77.8
	<b>6</b>	29	29	100.0	65.5
<b>Two or More Races</b>	<b>3</b>	14	13	92.9	69.2
	<b>4</b>	14	14	100.0	92.9
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	11	11	100.0	54.5
<b>English Learners</b>	<b>3</b>	21	20	95.2	65.0
	<b>6</b>	13	12	92.3	41.7
<b>Students with Disabilities</b>	<b>3</b>	11	10	90.9	20.0
	<b>5</b>	11	11	100.0	45.5
	<b>6</b>	13	13	100.0	30.8

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	94	91	96.8	79.1
	<b>4</b>	97	96	99.0	86.5
	<b>5</b>	97	95	97.9	86.3
	<b>6</b>	119	119	100.0	83.2
<b>Male</b>	<b>3</b>	59	58	98.3	79.3
	<b>4</b>	58	57	98.3	86.0
	<b>5</b>	49	48	98.0	89.6
	<b>6</b>	54	54	100.0	72.2
<b>Female</b>	<b>3</b>	35	33	94.3	78.8
	<b>4</b>	39	39	100.0	87.2
	<b>5</b>	48	47	97.9	83.0
	<b>6</b>	65	65	100.0	92.3
<b>Asian</b>	<b>3</b>	49	49	100.0	89.8
	<b>4</b>	57	57	100.0	91.2
	<b>5</b>	60	59	98.3	93.2
	<b>6</b>	71	71	100.0	91.5
<b>White</b>	<b>3</b>	18	18	100.0	61.1
	<b>4</b>	21	21	100.0	81.0
	<b>5</b>	19	18	94.7	83.3
	<b>6</b>	29	29	100.0	65.5
<b>Two or More Races</b>	<b>3</b>	14	12	85.7	75.0
	<b>4</b>	14	14	100.0	78.6
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	11	11	100.0	45.5
<b>English Learners</b>	<b>3</b>	21	21	100.0	71.4
	<b>6</b>	13	13	100.0	46.1
<b>Students with Disabilities</b>	<b>3</b>	11	10	90.9	30.0
	<b>5</b>	11	11	100.0	54.5
	<b>6</b>	13	13	100.0	46.1

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	96	96	94	88	88	87	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	97	95	97.9	93.7
<b>Male</b>	49	48	98.0	95.8
<b>Female</b>	48	47	97.9	91.5
<b>Asian</b>	60	59	98.3	98.3
<b>White</b>	19	18	94.7	94.4
<b>Students with Disabilities</b>	11	11	100.0	90.9

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	16.7	10.4	70.8

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

We encourage and invite parents to participate through multiple structured opportunities. Santiago Hills has an active Parents Teacher Association (PTA). The PTA also sponsors speaker series evenings for parents to attend. Parents are also invited to volunteer during structured opportunities as decided with staff. We encourage parents to also be actively involved in committees such as School Site Council (SSC).



## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.9	1.4	0.7	1.3	1.4	1.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Santiago Hills staff continues to review and train staff on our newly revised Comprehensive School Safety Plan. The plan was reviewed with staff in October 2016. This plan was submitted to the district office in November 2016 and was reviewed by the School Site Council in November 2016. 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 more. 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	N/A	46.7

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	28		4		26		3		14.5	4		
<b>1</b>	32		3		30		2		28.5		2	
<b>2</b>	30		2		28		3		28		2	
<b>3</b>	31		3		29		3		27		3	
<b>4</b>	32		2	2	32		2	1	32.3		2	1
<b>5</b>	34			3	29		3	1	31.7		2	1
<b>6</b>	35			3	33			3	29.8		3	1

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.37	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	3.0	N/A
Other		N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,946	\$224	\$4,722	\$81,936
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	-5.2	6.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-16.8	8.0

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

**Types of Services Funded (Fiscal Year 2015-16)**

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. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

Our Staff Development opportunities included work on the following:

1. ELA Common Core-Step Up To Writing
2. Math Common Core-- to help implement new CCSS aligned Math
3. Irvine Police Department Lockdown Training
4. Interest Based Negotiation on choosing a comprehensive writing plan
5. Continuation of Writing discussion
6. Attaining consensus on what writing plan we will be implementing
7. Data tracking and review
8. Cassie Erkins-Power Up PLCs
9. What is Autism... Current Research and Classroom Strategies
10. Step Up to Writing
11. Meeting the needs of diverse learners

These training are all at the school site after school. Other training regarding Common Core and PLC days are grade level specific. They are conducted at multiple sites. Implementation is supported through coaching, grade level PLCs and data analysis.