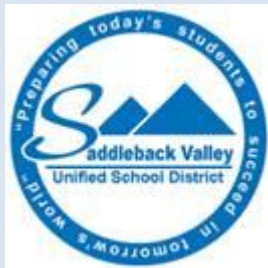


# Santiago Elementary School

24982 Rivendell Drive • Lake Forest CA, 92630 • (949) 586-2820 • Grades K-6

Joe Ledoux, Principal  
Joseph.Ledoux@svusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
www.svusd.org

#### District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### District Administration

Dr. Clint Harwick  
**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

Geri Partida  
**Assistant Superintendent, Business**

Dr. Kathy Dick  
**Assistant Superintendent, Educational Services**

Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**

Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Since opening in 1973, Santiago Elementary has had thousands of children pass through its doors, and now many of our former students currently have children attending Santiago as well. We are a unique school because of our beautiful location in the heart of Lake Forest. When visiting our school, you'll quickly notice that our campus is covered with eucalyptus trees that help to make our school a warm and inviting place to be. Santiago is viewed as the core of the neighborhood and represents more than just a local elementary school.

When visiting a classroom, it is easy to see Santiago Elementary's comprehensive and challenging instructional program. Strong academics, scholarly attributes, community service, and character education are all integrated throughout the curriculum. Students from all walks of life make up and add to the richness and diversity of the Santiago Elementary School population. We are a K-6 elementary school of about 455 students.

In addition to the regular education curriculum, Santiago offers a variety of programs designed to meet the diverse needs of our students. The Read 180 and System 44 intervention programs have been implemented for grades four through six grade as another instructional tool for students that are struggling in certain components of language arts and specifically reading. Our Learning Center is visited by more than 75 general and special education students everyday so they can learn skills to be more successful in their home classroom. Students in grades kindergarten through six still in the process of acquiring English participate daily in English Language Development (ELD). The Santiago staff is truly determined and committed to helping all students achieve.

As a result, our students achieve excellent results on standardized test scores, California Standards Tests (CST), and district assessments, meeting or often exceeding district and state standards. Our Academic Performance Index (API) indicates a high score of 844, well above the state target on 800. An incredible library media center, schoolwide use of technology, art, music, PE, and science programs support the curriculum.

The driving force of our success lies with the talents and energies of our dedicated staff, parents, and community. Santiago teachers are committed to providing all students with a solid academic foundation. Working together with parents and community members, the staff recognizes the importance of establishing and maintaining a strong partnership between home and school.

We purchased over 150 new Chromebooks for fourth and fifth grade in the last 12 months to compliment our already strong technology program. Students in the lower grades have access to iPods and iPads. In addition, all 16 classrooms have a Smartboard as an instructional resource.

Santiago has also started on the path to becoming a certified AVID elementary school. Students in sixth grade will learn how to be organized and learn study skills that will not only help them be successful students, but also help them to become college and career ready.

Together we stand as a community of life long learners.

Seek, Strive, Soar

Joe Ledoux, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 586-2820.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	78
Gr. 1	64
Gr. 2	71
Gr. 3	69
Gr. 4	85
Gr. 5	61
Gr. 6	85
<b>Total</b>	<b>513</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.8
Asian	4.7
Filipino	4.7
Hispanic or Latino	46.0
Native Hawaiian/Pacific Islander	0.4
White	36.5
Two or More Races	4.5
Socioeconomically Disadvantaged	47.2
English Learners	33.3
Students with Disabilities	11.1

## 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			
Santiago Elementary School	12-13	13-14	14-15
Fully Credentialed		19	18
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santiago Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

\* 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 2014-15)**

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston Adopted 2007</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Santiago Elementary has served students for more than 30 years. Our 22 classrooms, library, computer lab, and large multipurpose room provide plenty of space for our instructional programs, and they are all handicapped accessible. Our school was modernized in 2001–2002. We renovated each restroom and added a new kitchen and food service area. Every building has new carpeting, flooring, and soundproof walls. Other updates included new heating and air-conditioning systems and new sinks and plumbing fixtures. The grass area on the large playground was renovated in 2006, and the equipment has been maintained.

A new rock-climbing wall and swings were installed on the upper playground. Student council also sponsored the painting of a new California Distinguished School mural in the main courtyard.

In the 2012-2013 school year, we will begin fundraising efforts to purchase a new playground structure for the upper campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10-2-14

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]	[ ]	[ ]		Broken ceiling tile, to be replaced by custodian.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		Broken floor box electrical cover, to be replaced by electrician. Burnt out light bulbs, to be replaced by custodian.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		Missing fire extinguisher, to be replaced by custodian.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	75	69	67	79	81	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	70	61	71	74	71	54	56	55
Math	76	64	65	65	65	65	49	50	50
HSS				69	71	71	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	7	7
Similar Schools	7	5	4

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	20.7	22.4

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	67
Male	62
Female	80
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	31
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	-17	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	-3	-9
Native Hawaiian/Pacific Islander			
White	-4	-8	-12
Two or More Races			
Socioeconomically Disadvantaged	19	-4	-5
English Learners	19	-21	-21
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## 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

We cannot say enough about the wonderful community of Santiago. They are a force behind us each and every day. Our SSC plays an important role in decision making at our school. The PTA also supports the instructional program in many ways. Members volunteer nearly 12,000 hours a year helping in classrooms and organizing special activities. The PTA continues to raise more than \$30,000 each year to fund programs such as Art Masters, Red Ribbon Week, Family Fun Nights, student assemblies, and Staff Appreciation days. The PTA supports our computer lab and funds numerous school improvement projects. Parents coordinate, costume, coach, and choreograph our annual production of The Nutcracker. Santiago's success depends on the strong support of our parents and the PTA. If you would like to become involved, contact the principal's office at (949) 586-2820.

### 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.

### School Safety Plan

Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We spend one full day in September reviewing the school rules and procedures with students during our Positive Behavior Intervention System Implementation Day, which is followed by a schoolwide assembly with the principal. Our Student- Parent Handbook describes procedures and policies related to dress codes, discipline, suspension, expulsion, sexual harassment, and report suspected child abuse. We notify teachers of student disciplinary concerns and various health risks.

Visitors must enter the school through the main entrance and sign in at the office, where they receive a visitor sticker to wear throughout their stay.

We revise our comprehensive School Safety Plan annually. The plan establishes standards for a secure and orderly campus and instructions for how students and staff should respond in case of a major emergency and practice regular emergency procedures. The plan is reviewed with staff annually in the fall, and teachers discuss essential elements of the School Safety Plan with students in their class. Santiago holds regularly scheduled emergency drills, with students evacuating their classrooms. Safety is our primary concern, and we are very proud of the order and behavior of our students during these drills. We have sufficient emergency supplies to shelter students for up to 72 hours following a disaster.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.4	2.5	0.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	87.5	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25.8	20	20	2	2	2	4	3	2	0		
Gr. 1	31	25	32	0			2	3	2	0		
Gr. 2	30.3	24	24	0		1	3	3	2	0		
Gr. 3	22	30	23	2		1	1	3	2	0		
Gr. 4	30.3	34	28	0		1	3			0	2	2
Gr. 5	32.6	28	20	0	1	2	3			2	2	1
Gr. 6	34.5	28	28	0	1	1	0			2	2	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,971	\$418	\$4,553	\$89,215
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-17%	2%
Percent Difference: School Site/ State			-23%	-16%

**Types of Services Funded at Santiago Elementary School**

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

**Professional Development provided for Teachers at Santiago Elementary School**

The major area of focus for staff development is on student and teacher accountability through the data team process. Santiago teachers attended the School Accountability for Instruction, Learning, and Leadership (SAILL) district staff training days. Teachers further enhanced their instructional leadership by participating in the data team process training. This process informs instructional decisions with an emphasis on the effective use of materials for core curriculum areas and a review of student progress using student engagement