

San Joaquin Elementary School

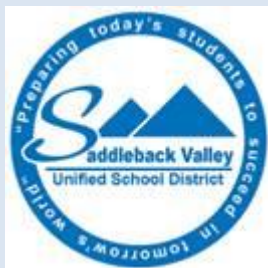
22182 Barbera • Laguna Hills CA, 92653 • (949) 581-3450 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Saddleback Valley Unified School District

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District Governing Board

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Dolores Winchell
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School Description

It is the mission of San Joaquin Elementary School to provide an enthusiastic and effective learning environment that is safe, and sustained through mutual respect within our school community.

Vision for San Joaquin:

Present a challenging Common Core standards-based curriculum.

Function as professionals in a positive learning community with a collaborative culture.

Model to our school community a commitment to academic success.

Promote positive character qualities and leadership skills in all students.

Celebrate and honor academic achievement and exemplary behavior.

Maintain a safe, secure, and clean facility, providing an environment conducive to learning.

Support, encourage, and care for one another.

Work in collaborative teams to share ideas (focus on learning) and analyze results.

Commitment Statements:

We value parents as the first and essential teachers in the lives of students.

We create a school environment in which all students can fulfill their potential and be contributing stakeholders.

We develop intellectual and life habits for students to have responsible, independent, and great lives.

We commit ourselves to the curriculum and pedagogy that is based upon time honored practices, promote educational curiosity, and American civics.

Inherent in our program is the standard of learning for learning sake.

We commit ourselves to present a challenging curriculum based upon core educational values, standards, the frameworks, and purpose.

We commit ourselves to constant and consistent reflection of our practices not settling for good, but expecting great.

We commit ourselves to the continued pursuit for mastery of subject matter for all of our students.

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	39
Grade 1	43
Grade 2	46
Grade 3	46
Grade 4	53
Grade 5	52
Grade 6	56
Total Enrollment	335

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	6.9
Hispanic or Latino	66.6
Native Hawaiian or Pacific Islander	0.6
White	17.9
Two or More Races	3.6
Socioeconomically Disadvantaged	71.9
English Learners	58.5
Students with Disabilities	9.9
Foster Youth	0.3

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			
San Joaquin Elementary School	14-15	15-16	16-17
With Full Credential	20	15	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
San Joaquin Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2015-16 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

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: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school opened in 1975. In recent years we have repaired or improved restrooms, installed new carpeting, and our entire main school building was modernized in 2007.

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: 10-5-16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Ceiling tile needs replaced by custodian.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	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 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	25	39	61	65	44	48
Math	18	23	48	50	34	36

* 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	71	49	51	80	79	77	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	21.2	21.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	52	51	98.1	51.0
Male	28	27	96.4	59.3
Female	24	24	100.0	41.7
Hispanic or Latino	37	36	97.3	41.7
Socioeconomically Disadvantaged	39	38	97.4	39.5
English Learners	31	30	96.8	26.7

* 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. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	45	100.0	51.1
	4	55	53	96.4	32.1
	5	52	50	96.2	36.0
	6	55	55	100.0	37.0
Male	3	22	22	100.0	31.8
	4	25	24	96.0	37.5
	5	28	26	92.9	38.5
	6	20	20	100.0	45.0
Female	3	23	23	100.0	69.6
	4	30	29	96.7	27.6
	5	24	24	100.0	33.3
	6	35	35	100.0	32.4
Hispanic or Latino	3	27	27	100.0	44.4
	4	38	36	94.7	22.2
	5	37	35	94.6	22.9
	6	38	38	100.0	28.9
White	3	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	29	29	100.0	41.4
	4	36	35	97.2	20.0
	5	39	37	94.9	24.3
	6	44	44	100.0	34.1
English Learners	3	23	23	100.0	34.8
	4	30	28	93.3	14.3
	5	31	29	93.5	10.3
	6	29	29	100.0	25.0

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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	45	100.0	48.9
	4	55	54	98.2	22.2
	5	52	51	98.1	9.8
	6	55	55	100.0	14.6
Male	3	22	22	100.0	36.4
	4	25	25	100.0	24.0
	5	28	27	96.4	11.1
	6	20	20	100.0	30.0
Female	3	23	23	100.0	60.9
	4	30	29	96.7	20.7
	5	24	24	100.0	8.3
	6	35	35	100.0	5.7
Hispanic or Latino	3	27	27	100.0	33.3
	4	38	37	97.4	13.5
	5	37	36	97.3	5.6
	6	38	38	100.0	5.3
White	3	12	12	100.0	66.7
Socioeconomically Disadvantaged	3	29	29	100.0	37.9
	4	36	35	97.2	14.3
	5	39	38	97.4	5.3
	6	44	44	100.0	13.6
English Learners	3	23	23	100.0	26.1
	4	30	29	96.7	10.3
	5	31	30	96.8	3.3
	6	29	29	100.0	3.5

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. 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.

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)

Our Parent Teacher Association (PTA) funds assemblies and the Art Masters program. Parents also volunteer as tutors and classroom aides. Please contact our school office and we can direct you to our PTA president for information about joining (949) 581-3450.

Senior citizens contribute significantly to our school as part of an extensive volunteer tutoring program. Five parents are members of our School Site Council (SSC). Our community liaison works extensively to involve our Hispanic/Latino families in our many school activities and programs.

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

Our staff monitors students, from 30 minutes before school until 20 minutes after school. Teachers, other staff, or paid playground aides supervise children during recess and lunch. We have a clean and safe campus, and we revise our school safety plan each fall. We also hold monthly evacuation drills, which include drop, cover, and hold, and lockdown procedures.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.9	0.9
Expulsions Rate	2.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

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)	.46250
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	30	22	22				2	2	2			
1	26	24	24				2	2	2			
2	31	24	24				2	2	2			
3	29	29	29				1	2	2			
4	34	21	21		1	1		2	2	2		
5	31	30	30				2	2	2			
6	29	23	23	1	1	1		2	2	2		
Other	16	8	8	2	1	1	1					

Professional Development provided for Teachers

Our district has staff training throughout the year. Principals and district office staff plan the topics for these days. Our entire staff or grade-level groups of teachers also meet monthly. The Leadership Team meets monthly to continue to lead the school in Data Teams through our professional learning community. Discussions include trainings, assessment, and examination of data. Recent staff development focused on English Language Development and Data Analysis.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5922.88	479.79	5443.08	74828.41
District	◆	◆	5443.08	\$80,136
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	-6.6
Percent Difference: School Site/ State			-4.1	-1.3

* Cells with ◆ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.

* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.

* Provide appropriate, current instructional materials.

* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.

* Support continued implementation of strategies for Designated and Integrated ELD.

* Expand intervention programs for at-risk students to prepare them for "a-g" courses.

* Expand Advancement Via Individual Determination (AVID).

* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.

* Expand Counseling Services.

* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.