



# Santiago Elementary School

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

Howard Johnston, Principal

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<https://www.saddlespace.org/Santiago/welcome>

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



### Saddleback Valley Unified School District

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

#### District Governing Board

Ginny Fay Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell  
Suzie R. Swartz

#### District Administration

Dr. Clint Harwick  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Jeff Starr  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Tammy Blakely  
**Assistant to the Superintendent**  
Dr. Rocky Murray  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Diane Clark  
**Director, Special Education**  
Scott Turner  
**Director, SELPA**  
Monique Yessian  
**Director, Student Services**

### School Description

Our Mission at Santiago Elementary is to passionately develop intelligent, creative and kind young adults. Santiago Elementary will achieve this by developing a vision that places an emphasis on rigor, increasing expectations, providing the needed supports, and creating opportunities for students to demonstrate their learning.

Rigor for the 21st century at Santiago Elementary School includes a focus on skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, assessing and analyzing information, and curiosity and imagination.

To increase expectations, Santiago will:

1. Say, "I believe you can" and focus on a Growth Mindset for all students.
2. Allow for adequate wait time to show we expect you to answer.

To provide the needed supports, Santiago will:

1. Provide research-based assessments in Language Arts and Mathematics to support teachers in increasing the effectiveness of their instruction and to chart growth patterns in all student.
2. Provide extra help regularly to all students in a non-threatening way.
3. Provide opportunities for review and individualized support built into the lesson.
4. Provide individual or small group instruction for students who do not master material. Ideally, this occurs during the regular school day.

To provide opportunities for each student to demonstrate learning at high levels, Santiago will:

1. Place an emphasis on when teachers ask questions, all students are asked to respond through pair/share, interactive white boards, or some other form of response.
2. Include tests with a wide range of types of questions, or allow students to show their understanding through creative projects.
3. Give students multiple opportunities to demonstrate understanding through reworking missed questions of a test for partial credit.

The Advancement Via Individualized Determination (AVID) Program is a key part in achieving our mission. As a certified AVID school, we support the college and career efforts of all our students.

Together we stand as a community of life long learners.

We are Intelligent. We are Creative. We are Kind. We are Santiago Elementary.

Howard Johnston, PRINCIPAL

## 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	50
Grade 1	49
Grade 2	69
Grade 3	51
Grade 4	61
Grade 5	65
Grade 6	82
<b>Total Enrollment</b>	<b>427</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	4.9
Hispanic or Latino	58.1
Native Hawaiian or Pacific Islander	0
White	27.4
Two or More Races	2.8
Socioeconomically Disadvantaged	53.9
English Learners	38.2
Students with Disabilities	10.8
Foster Youth	0.5

## 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	14-15	15-16	16-17
With Full Credential	18	20	17
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			
Santiago 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.

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

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		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces		X			stained ceiling tiles, to be replaced by custodian
<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			broken asphalt, to be repaired by contractor.
<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 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	51	48	61	65	44	48
Math	32	33	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	67	53	56	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	10.4	17.9	40.3

\* 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	66	66	100.0	56.1
Male	29	29	100.0	62.1
Female	37	37	100.0	51.4
Hispanic or Latino	38	38	100.0	42.1
White	18	18	100.0	83.3
Socioeconomically Disadvantaged	37	37	100.0	46.0
English Learners	22	22	100.0	22.7

\* 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
<b>All Students</b>	<b>3</b>	51	51	100.0	39.2
	<b>4</b>	62	60	96.8	46.7
	<b>5</b>	66	66	100.0	47.0
	<b>6</b>	83	81	97.6	55.0
<b>Male</b>	<b>3</b>	24	24	100.0	29.2
	<b>4</b>	35	33	94.3	51.5
	<b>5</b>	29	29	100.0	41.4
	<b>6</b>	36	35	97.2	47.1
<b>Female</b>	<b>3</b>	27	27	100.0	48.1
	<b>4</b>	27	27	100.0	40.7
	<b>5</b>	37	37	100.0	51.4
	<b>6</b>	47	46	97.9	60.9
<b>Hispanic or Latino</b>	<b>3</b>	26	26	100.0	46.1
	<b>4</b>	34	32	94.1	34.4
	<b>5</b>	38	38	100.0	34.2
	<b>6</b>	43	42	97.7	40.5
<b>White</b>	<b>3</b>	19	19	100.0	42.1
	<b>4</b>	18	18	100.0	61.1
	<b>5</b>	18	18	100.0	72.2
	<b>6</b>	26	26	100.0	69.2
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	26	26	100.0	34.6
	<b>4</b>	28	26	92.9	19.2
	<b>5</b>	37	37	100.0	35.1
	<b>6</b>	42	41	97.6	45.0
<b>English Learners</b>	<b>3</b>	18	18	100.0	27.8
	<b>4</b>	21	19	90.5	10.5
	<b>5</b>	22	22	100.0	13.6
	<b>6</b>	18	16	88.9	

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
<b>All Students</b>	<b>3</b>	51	51	100.0	33.3
	<b>4</b>	62	62	100.0	37.1
	<b>5</b>	65	65	100.0	26.1
	<b>6</b>	83	83	100.0	34.9
<b>Male</b>	<b>3</b>	24	24	100.0	29.2
	<b>4</b>	35	35	100.0	42.9
	<b>5</b>	29	29	100.0	34.5
	<b>6</b>	36	36	100.0	38.9
<b>Female</b>	<b>3</b>	27	27	100.0	37.0
	<b>4</b>	27	27	100.0	29.6
	<b>5</b>	36	36	100.0	19.4
	<b>6</b>	47	47	100.0	31.9
<b>Hispanic or Latino</b>	<b>3</b>	26	26	100.0	19.2
	<b>4</b>	34	34	100.0	17.6
	<b>5</b>	37	37	100.0	10.8
	<b>6</b>	43	43	100.0	25.6
<b>White</b>	<b>3</b>	19	19	100.0	52.6
	<b>4</b>	18	18	100.0	55.6
	<b>5</b>	18	18	100.0	44.4
	<b>6</b>	26	26	100.0	53.9
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	26	26	100.0	11.5
	<b>4</b>	28	28	100.0	10.7
	<b>5</b>	36	36	100.0	13.9
	<b>6</b>	42	42	100.0	21.4
<b>English Learners</b>	<b>3</b>	18	18	100.0	11.1
	<b>4</b>	21	21	100.0	4.8
	<b>5</b>	22	22	100.0	4.5
	<b>6</b>	18	18	100.0	

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)

We cannot say enough about the wonderful community of Santiago. They are a force behind us each and every day. Our School Site Council (SSC) plays an important role in decision making at our school. We also have an active English Language Advisory Committee (ELAC) that is committed to supporting our English Learners and their families. The Parent Teacher Association (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. Santiago Elementary has worked with Bloomz.net to develop a Communication App to have two-way communication with families in multiple languages. If you would like to become involved in supporting Santiago Elementary, 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 review 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.4	1.7
Expulsions Rate	0.6	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	2013-2014	2013-2014
Year in Program Improvement	Year 1	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)	.4625
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
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	20	23	23	2			2	3	3			
1	32	27	27				2	2	2			
2	28	29	29				2	2	2			
3	28	32	32				3	2	2			
4	34	33	33					1	1	2	1	1
5	34	27	27				1	3	3	1		
6	32	31	31				1	2	2	2		

### Professional Development provided for Teachers

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

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/](http://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	5558.54	330.12	5228.42	96111.37
District	◆	◆	5228.42	\$80,136
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	19.9
Percent Difference: School Site/ State			-7.9	26.7

\* 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.