



Santiago STEAM Magnet Elementary School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz, President
Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
Barbara Schulman, Member
Greg Kunath, Member

District Administration

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Dr. Diane Clark
Director, Special Education
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Dr. Francis Dizon
Director, Student Services

School Description

Our Vision: Empowered thinkers & creators positively impacting our global community.

Our Mission: Provide meaningful, innovative learning experiences for a community of diverse learners who solve complex problems with creativity and confidence.

Our Pillars: STEAM Interdisciplinary Instruction, Human-Centered Design Thinking, High Quality Project-Based Learning, Career and College Readiness, and Social-Emotional Instruction

Our Guiding Principles: 4 Cs Drive Innovation, Deep Knowledge, Empathy and Kindness, Growth Mindset, Student Voice and Choice, Deliver Beautiful Work, Connect Locally and Globally, and Purpose Driven

Our Core Beliefs: We believe STEAM is a creative and purpose-driven approach grounded in content knowledge, skills, and cognitive processes, whose aim is to empower all learners to positively impact our global community. We believe Project Based Learning through Interdisciplinary Instruction using a Human-Centered Design Thinking Process in flexible learning environments with a focus on social-emotional intelligence are the best vehicles for our children to gain the skills necessary to solve our present and future environmental, health, and social issues. We believe students can identify their passions, create innovative solutions, and produce work of real value to solve complex issues facing the world today.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	45
Grade 1	46
Grade 2	58
Grade 3	55
Grade 4	56
Grade 5	50
Grade 6	60
Total Enrollment	370

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.0
Asian	4.3
Filipino	3.8
Hispanic or Latino	59.2
Native Hawaiian or Pacific Islander	0.0
White	23.2
Socioeconomically Disadvantaged	54.6
English Learners	39.7
Students with Disabilities	8.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Santiago STEAM Magnet Elementary School	16-17	17-18	18-19
With Full Credential	17	20	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Santiago STEAM Magnet	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	stained/broken ceiling tiles, to be replaced by plant foreman. carpet lifting, to be repaired by contractor. damaged cove base, to be repaired by district
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	loose faucet, to be repaired by district.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	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.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	44.0	64.0	65.0	48.0	50.0
Math	21.0	30.0	51.0	52.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.4	21.3	25.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	222	98.67	43.69
Male	120	119	99.17	34.45
Female	105	103	98.10	54.37
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	132	99.25	32.58
White	52	52	100.00	63.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	128	97.71	28.91
English Learners	104	103	99.04	29.13
Students with Disabilities	23	23	100.00	26.09
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	223	98.67	29.6
Male	121	119	98.35	31.09
Female	105	104	99.05	27.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	133	99.25	17.29
White	52	52	100	48.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	129	97.73	14.73
English Learners	105	104	99.05	14.42
Students with Disabilities	22	22	100	9.09
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 Red Ribbon Week, Family Fun Nights, student assemblies, school-wide academic goals, and Staff Appreciation days. The PTA supports and funds numerous school improvement projects. 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 our office at (949) 586-2820.

State Priority: School Climate

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

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

School Safety Plan

Staff and parent volunteers monitor the school grounds for 12 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 our first month of school reviewing the school rules and procedures with students which is tied into our Positive Behavior Intervention Support (PBIS) system. We further extend our student learning with the support of our Second Step curriculum focused on Skills for Learning, Empathy, Problem Solving, and Emotion Management.

All 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	0.9	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	23	23				2	2	2			
1	29	29	23				1	2	2			
2	30	29	29				3	2	2			
3	26	30	28				2	2	2			
4	31	25	34				2	2				1
5	33	31	24			1	1	1		1	1	2
6	27	36	30				3		2		2	

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

Professional Development provided for Teachers

Professional Development Days

2015-2016 (5 days - 3 District Days, 2 School-based Days)

2016-2017 (11 Days - 3 District Days, 8 School-based Days)

2017-2018 (10 Days - 3 District Days, 7 School-based Days)

The overarching goal for Professional Development Days over the last three years at Santiago has been to focus on English Learners. Looking over state data, our English Learners' test scores in English, Math and Science have consistently dropped over the previous 5 years, while our population has increased. We have provided teachers with school-based professional development focused on strategies and structures to support English Learners (language protocols, Thinking Maps, Foundational Skills, assessments, intervention, AVID, social-emotional curriculum). While most of the professional learning has been delivered during Professional Learning Days with Subs provided, Santiago has also provided support days prior to the beginning of each school year, as well as, in-class coaching and modeling, Instructional Rounds, Principal Walkthroughs with feedback, and Instructional Hour meetings twice a month lead by Santiago Leadership Team. Student performance data (CELDT, CAASPP, District Performance Task, Fountas and Pinnell Running Records, NWEA's MAP assessments, Benchmark assessments, and CORE Multiple Measures assessments) have been used to monitor student growth, proficiency levels, and areas of need to make evidence-based decisions to improve teachers' instructional practices.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6167.86	428.74	5739.12	100540.59
District	◆	◆	5739.12	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	19.1
Percent Difference: School Site/ State			-21.5	21.8

* Cells with ◆ do not require data.

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

Types of Services Funded

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

Internet Access

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