Santiago Elementary
2020-2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Santiago Elementary
Street	2212 North Baker Street
City, State, Zip	Santa Ana, CA 92706-1999
Phone Number	(714) 564-8400
Principal	Kim Ahvari
Email Address	kimberly.kempa@sausd.us
School Website	https://www.sausd.us/santiago
County-District-School (CDS) Code	30-66670-6030407

2021-22 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2021-22 School Overview

Santiago Elementary, a California Distinguished School, is located on the corner of North Baker Street and West 22nd Street in the city of Santa Ana. We are committed to provide an enriching learning environment for all students: transitional kindergarten through eighth grade.

Our students begin each day with a focus on our 3Rs:
- Ready for school
- Responsible for learning
- Respectful with words and actions

We believe that high academic standards, together with high behavior expectations create a learning environment that is supportive, rigorous and enriching. We have embraced the state standards, focusing on the 4Cs', empowering our students with the skills and tools necessary to be successful in college and careers in the 21st century:
- Communication: Sharing thoughts, questions, ideas and solutions
- Collaboration: Working together to reach a goal; putting talent, expertise and smarts to work
- Critical Thinking: Looking at problems in a new way, linking learning across subjects and disciplines
- Creativity:Trying new approaches to get things done equals innovation and invention

School Mission:
At Santiago Elementary, staff, parents, and community will work together with a clear focus to promote academic excellence. It is our belief that collaborative efforts among staff, students, and parents ensure that all students thrive within an environment that fosters academic success, empowering our students with the skills and tools necessary to be successful in college and careers in the 21st Century.

School Vision:
Each student is a unique and precious individual, entrusted to us to nurture and develop. All students are capable not only of learning, but also of exceeding expectations when provided the opportunities. Academic excellence in student achievement is our focus. Each teacher and staff member possesses strengths and gifts that, when shared, serve to enrich the education and service that we provide. Parents and community are partners with us in the education of our students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	103
Grade 2	108
Grade 3	109
Grade 4	140
Grade 5	116
Grade 6	120
Grade 7	105
Grade 8	117
Total Enrollment	1,043

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.3
Black or African American	0.6
Filipino	0.7
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.8
White	3.9
English Learners	20.2
Foster Youth	0.4
Homeless	9
Socioeconomically Disadvantaged	66.7
Students with Disabilities	14.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.4	94.7	1683.4	86.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	1.9	7.3	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.3	56.1	2.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	17.7	0.9	12115.8	4.4
Unknown	0.8	2.2	177.8	9.2	18854.3	6.9
Total Teaching Positions	39.5	100.0	1942.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. On September 14, 2021, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 21/22-3421, which certifies as required by Education Code §60119 that for the 2021-2022 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 14, 2021

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, *Math Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, *California Science*	K-5
Social Science		
2007	Scott- Foresman, *History-Social Science for California*	K-5

Year Adopted	Intermediate School Textbook Publisher	Grades

Mathematics

2017	CPM, *Core Connections*	6-8

Language Arts

2018	McGraw Hill, *StudySync*	6-8
2017	Pearson, *ILit ELL*	6-8

Science(s)

2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8

Social Science

2020	McGraw Hill, *World History and Geography: Ancient Civilizations*	6
2020	McGraw Hill, *World History and Geography: Medieval & Early Modern Times*	7
2020	First Choice Educational Publishing, E Pluribus Unum	8

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, vandalism, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report	7/2/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	NT	NT	NT	NT
Female	352	NT	NT	NT	NT
Male	350	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	647	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	154	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	482	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	114	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	NT	NT	NT	NT
Female	352	NT	NT	NT	NT
Male	350	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	647	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	154	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	482	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	114	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	707	693	98.02	1.98	39.39
Female	351	346	98.58	1.42	44.22
Male	356	347	97.47	2.53	34.58
American Indian or Alaska Native	2	2	100	0	100
Asian	10	10	100	0	80

Black or African American	4	4	100	0	25
Filipino	5	5	100	0	80
Hispanic or Latino	652	639	98.01	1.99	37.72
Native Hawaiian or Pacific Islander	3	3	100	0	33.33
Two or More Races	6	6	100	0	33.33
White	25	24	96	4	58.33
English Learners	142	141	99.3	0.7	7.09
Foster Youth	1	1	100	0	100
Homeless	81	81	100	0	30.86
Socioeconomically Disadvantaged	493	486	98.58	1.42	34.77
Students Receiving Migrant Education Services	1	1	100	0	0
Students with Disabilities	120	117	97.5	2.5	18.8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	707	690	97.6	2.4	20.87
Female	351	345	98.29	1.71	19.42
Male	356	345	96.91	3.09	22.32
American Indian or Alaska Native	2	2	100	0	100
Asian	10	10	100	0	70
Black or African American	4	4	100	0	25
Filipino	5	5	100	0	60
Hispanic or Latino	652	636	97.55	2.45	19.18
Native Hawaiian or Pacific Islander	3	3	100	0	0
Two or More Races	6	6	100	0	50
White	25	24	96	4	25
English Learners	142	141	99.3	0.7	3.55
Foster Youth	1	1	100	0	0
Homeless	81	80	98.77	1.23	11.25
Socioeconomically Disadvantaged	493	483	97.97	2.03	18.43
Students Receiving Migrant Education Services	1	1	100	0	0
Students with Disabilities	120	115	95.83	4.17	12.17

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	16.34	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	NT	NT	NT	NT
Female	112	NT	NT		
Male	118	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	216	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

B. Pupil Outcomes	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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to get involved in Santiago School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center . Parents are invited to chaperon field trips. Santiago Elementary provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these include:

- Back to School Night & Open House
- Student Academic Competitions (i.e. Speech & Debate, Math Field Day).
- Drama and Instrumental Music Performances
- Fundraiser Events
- Scholastic Book Fair
- Art Masters
- School-wide Assemblies
- Red Ribbon Week
- Science Fairs
- Intramural Sports Events
- Student Awards and Recognition Ceremonies
- Parent Education Training and/or Workshops
- Social Family Nights
- Science/STEAM Nights
- Read Across America
- Monthly Parent University Workshops
- Monthly Parent Cafe (Principal Chats)

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:
- School Site Council

2021-22 Opportunities for Parental Involvement

- English Language Advisory Council
- Parent Teacher Association (PTA)
- Olive Crest Parenting Classes

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principals at (714) 564-8400.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Parent Square
- School Website
- Public Service Channel 31
- School and/or Class Newsletters
- Flyers/Letters
- School Marquee/Banners
- New Student Orientations
- Online News E-Blast
- Social Media/ Facebook/ Twitter/ Instagram

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1065	1063	48	4.5
Female	522	522	23	4.4
Male	542	540	25	4.6
American Indian or Alaska Native	3	3	1	33.3
Asian	15	15	0	0.0
Black or African American	6	6	1	16.7
Filipino	7	7	1	14.3
Hispanic or Latino	977	975	45	4.6
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	8	8	0	0.0
White	42	42	0	0.0
English Learners	253	253	18	7.1
Foster Youth	9	9	2	22.2
Homeless	98	98	7	7.1
Socioeconomically Disadvantaged	675	675	43	6.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	157	156	10	6.4

C. Engagement	State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.85	0.00	3.17	0.02	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.88	2.24	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

CSSPs were waived due to closure during COVID from March 2020 to August 2021

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	28		4	
2	29		5	
3	25		5	
4	32		2	2
5	34			4
6	26	7	13	6

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	27		4	
2	28		4	
3	29		5	
4	30		4	
5	32		2	1
6	21	17	10	1
Other	25		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	26		4	
2	27		4	
3	27		4	
4	28	1	3	
5	29	1	2	
6	24	8	19	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,683.85	$1,146.87	$6,536.98	$99,648.69
District	N/A	N/A	$109,175	$96,823
Percent Difference - School Site and District	N/A	N/A	-177.4	2.9
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-25.5	16.3

2020-21 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,122	$50,897
Mid-Range Teacher Salary	$90,285	$78,461
Highest Teacher Salary	$114,555	$104,322
Average Principal Salary (Elementary)	$145,937	$131,863
Average Principal Salary (Middle)	$140,916	$137,086
Average Principal Salary (High)	$163,317	$151,143
Superintendent Salary	$350,000	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys. Staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2021-2022 school year, our school/district sponsored fivedays of staff development focusing on social emotional learning, school safety, technology and curriculum. Throughout the school year, certificated staff members have engaged in multiple professional development opportunities offered by Santa Ana Unified School District, OCDE and AVID. Training activities have taken place throughout the school year, after school, and during the summer and have generally focused on best practices in teaching and learning, methodologies, and MTSS (Multi Tiered Systems and Supports) practices. For the 2020-2021 school year, teachers participated in a week long professional development series to deepen their skills and knowledge with virtual learning. Weekly professional development is also offered as a continuation of our summer training.

New teachers are supported by experienced teachers, resource staff, and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org. To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to a s Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	7