School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Santiago Hills Elementary	District Name	Irvine Unified
Street	29 Christamon West	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-1836	Web Site	www.iusd.org
Phone Number	949-936-6000	Superintendent	Gwen Gross
Principal	Alan Schlichting	E-mail Address	ggross@iusd.org
E-mail Address	aschlich@iusd.org	CDS Code	30- 73650- 6098529

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Santiago Hills' students are taught by a highly experienced and well-prepared staff of professionals dedicated to creating an optimum climate for teaching and learning. We believe in the importance of collaboration and value strong partnerships with our actively involved parent community. We are committed to providing the best elementary school program we can envision in a supportive, safe to risk environment for all learners. All school efforts and resources support these commitments, targeting continuous improvement in both instruction and student achievement. Professional development opportunities are aligned with our targets. Teachers work collaboratively and have implemented Professional Learning Communities to improve instructional strategies and develop positive school wide

procedures and policies which support a positive school environment for teaching and learning.

Santiago Hills Elementary School, located in the village of Northwood, enrolled approximately 520 students in grades K-6 during the 2008-2009 school year. Recognition as a California Distinguished School in 1998 remains a source of pride for our students, staff and community.

Dedicated to meeting the needs of each learner, Santiago Hills' teachers are committed to continual refinement of our repertoire of instructional strategies and programs. Santiago Hills continues to participate in OCDE's Effective Behavior Systems training, analyzing existing organizational systems and procedures to ensure consistent, school wide, positive support for all students. In September, all students reviewed specific lessons that demonstrated expected behaviors for each campus area, touring campus and practicing these expectations. School award ceremonies, student recognitions, and incentives are aligned with expectations, and all teachers continue to increase pre-teaching and specifically commending behaviors taught to students. Teams have reviewed and realigned awards, positive behavior program and staff development to meet these goals. Staff members have brought back Student Council to provide leadership opportunities for students that help build self esteem and a positive learning environment through participation, development of learning and recreational activities and student participation in keeping the campus environment clean through recycling programs and "clean sweep" programs. In addition, the site has a PAL (Peer Assistance Leadership Program) providing students with another venue to acquire leadership skills and participate in service work. Through PTA - parents lead student activities during lunch recess 1x per week, Santiago Hills Tiger Trotters have running programs for students in grades 3-6 and 1x per week the noontime activities are provided by the City of Irvine.

Targeting academic growth for each student, teachers are gathering and analyzing multiple sources of assessment information to make instructional decisions. Professional development has been selected to expand teachers' repertoire of research supported instructional and behavior management strategies and improve student learning. Teachers are focusing on delivery of instruction and adopted management models with fidelity.

Kindergarten, first grade, and special education teachers provide increased literacy support to students through EIRM (Early Intervention Reading Model) providing intensive year long small group literacy intervention for identified students. Last year's literacy assessment scores reflected strong growth for students who received this support. In grades two and three, teachers are participating in district CORE Plus literacy training, implementing learning to differentiate instruction to better meet the needs of the ranges of learners in classrooms.   Working together in grade level teams, teachers are analyzing academic and disciplinary data, selecting professional development opportunities to increase their instructional effectiveness. The staff is working to implement the new district math adoption that provides more hands on learning and increased focus on thinking skills. Our staff development plan is in alignment with these goals. The staff is preparing to attend training on Response To Intervention and will be implementing in the 2010-11 school year.

Santiago Hills serves a diverse population of learners. We are "home" to the Alternative Program for Academically Accelerated Students (APAAS) for grades 4 through 6, and to three Special Day Class programs serving K-6th grade students. English speaking students make up the majority of Santiago Hill's population; however, a number of minority students represent a variety of ethnic backgrounds and speak many different languages. These students are supported in the classroom by differentiated teacher instruction as well as by extra support provided weekly in small groups by our English Language Development assistant.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Our PTA, School Site Council, and parent community are very active in the lives and decisions of the Santiago Hills Elementary School. Their involvement and support facilitate countless enrichment opportunities for students. PTA support enables Santiago Hills to provide kindergarten and first grade classrooms with 30 minutes of assistant time daily to facilitate small groups for literacy instruction. PTA volunteers further support school wide EBS efforts by

offering students opportunities to participate in a variety of sports skills clinics and sketching activities during lunch recess each Thursday. PTA's many active committees provide additional support through reading incentive activities, management of after school enrichment programs, scholarship support, support for art and music programs (2009-2010 K-2 biweekly music classes), student incentives, classroom parents, and in countless additional ways. PTA fund raisers such as Wrapping Paper, Movie Night, Book Fairs, and silent auctions support classroom and computer lab technology. School Site Council parent representatives provide additional support to Santiago Hills, meeting monthly with staff representatives to review school continuous improvement goals and help make decisions regarding alignment of SSC funds in support of school and district targets. The many opportunities for parent involvement at Santiago Hills facilitate a unique family environment for staff and students. Santiago Hills is truly fortunate to share our work with such active and supportive parents!

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	39
Grade 1	64
Grade 2	63
Grade 3	69
Grade 4	97
Grade 5	88
Grade 6	92
Total Enrollment	512

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.17 %
American Indian or Alaska Native	0.59 %
Asian	42.58 %
Filipino	0.98 %
Hispanic or Latino	7.23 %
Pacific Islander	0.20 %
White (not Hispanic)	36.72 %
Multiple or No Response	10.55 %
Socioeconomically Disadvantaged	7.00 %
English Learners	9.00 %
Students with Disabilities	13.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2007-08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2008-09 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	24.5	1	1		26.0		1		32.0		1	
1	19.3	3			18.3	3			19.7	3		
2	20.0	3			20.0	3			19.3	3		
3	20.0	2			18.5	4			20.3	2	1	
4	29.3		2	1	34.5			2	32.3		2	1
5	34.2			5	33.7			3	30.3		2	2
6	31.3		2	1	33.0		1	2	30.7		2	1
K-3	15.5	2			12.0	1			12.0	1		
3-4	13.0	1			11.0	1			13.0	1		
4-8					35.0	1		2				
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Santiago Hills staff continues to review and train on our newly revised Emergency Response Plan. During the 2008-2009 school year, new color coordinated plans have been provided for all staff including neck tag summaries of their emergency job description. The staff has implemented more regular drills including monthly fire drills, earthquake drills and intruder drills. During the 2009-10 school year, the site will be working with the Irvine Police Department to review our Lockdown procedures and find better ways of supporting students in a variety of crisis situations. Working in conjunction with community PTA assistance, emergency preparedness supplies have been inventoried. Funded by PTA, parents, and district grants, staff emergency response kits and student emergency supplies were purchased and yearly provisions made to ensure supplies are restocked each year. Staff is trained in first aide and search and rescue procedures to ensure their ability to follow recommended emergency response in the event of a disaster. Staff emergency response assignments and responsibilities are reviewed several times during the year, with practice evacuation drills scheduled monthly. In 2009, staff conducted an emergency simulation, and plan to rehearse procedures each year through a variety of emergency simulations, following up with post-drill "lessons learned" meetings to evaluate and refine responsiveness. Staff and PTA are working to re-organize all emergency supplies and emergency backpacks so that all materials are current and dispersed to a variety of locations on the campus.

During the summer of 2007, working with the guidance of area officers assigned to Santiago Hills by the Irvine Police Department, Santiago revised parking lot drop off and pick up procedures to increase student safety. In 2008 and 2009, staff met with Irvine Police and district transportation to update bus loading and unloading locations.

Staff revisited and revised staff duty assignment areas and procedures to provide increased student safety and improve student supervision. During the summer of 2009, Santiago Hills will be modernized with adjustments planned to improve the effectiveness of drop off by expanding available curb space in our lot.

The School Site Council is looking at our data and our emergency plans and procedures to develop a Safe School Plan for Santiago Hills. The plan will be reviewed and evaluated each year.

Santiago Hills values the strong working relationships we have with district administrators, city traffic engineers, local police agencies, school faculty, and the support of parents and community leaders in our efforts to provide our students with the safest environment possible.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.9	2.2	0.0	3.1	3.6	2.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our school district continues to work aggressively to stay abreast of changing needs by providing a safe, functional, and attractive environment. During the summer of 2009, the school was thoroughly modernized. New restroom facilities replaced all existing restrooms, the campus has been updated to meet ADA codes, classrooms and work areas have all been updated and the district, site and PTA have worked to upgrade furniture and materials.

During the summer of 2008 the school had new portables installed to replace deteriorated buildings. The summer 2008 program included updates to the alarm system and additional landscaping to beautify the area where the portables were installed.

In December 2008, due to continued breaks, the kindergarten playground structure was removed. The district, using city funds completed a new playground structure in February 2009. The new play area features shade covers and rubber fall zone.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

Overall Rating	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.	N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2006-07	**2007-08**	**2008-09**	**2008-09**
With Full Credential	27	24	24	1216
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District	---	---
Low-Poverty Schools in District	99.6	0.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	---	---
Library Media Teacher (Librarian)	1.25	N/A
Psychologist	.6	N/A
Social Worker	---	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	---	N/A
Other	---	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted,	0

	and are standards aligned.	
Visual and Performing Arts	All students are provided an individual textbook or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,049	$353	$4,696	$62,153
District	N/A	N/A	$4,863	$72,719
Percent Difference – School Site and District	N/A	N/A	-3.56%	-17.00%
State	N/A	N/A	$5,512	$67,049
Percent Difference – School Site and State	N/A	N/A	-17.37%	-7.88%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2008-2009, Santiago Hills Elementary School received special funds in the amount of $ 54,675.00. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

Special Programs	Amount
English Language Acquisition Program	$ 1,867.00
Economic Impact Aid	$ 17,756.00
Gifted and Talented	$ 1,521.00
School Improvement Plan	$ 33,531.00

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,814	$42,065
Mid-Range Teacher Salary	$72,891	$67,109

Highest Teacher Salary	$94,223	$86,293
Average Principal Salary (Elementary)	$112,370	$107,115
Average Principal Salary (Middle)	$116,909	$112,279
Average Principal Salary (High)	$131,659	$122,532
Superintendent Salary	$232,875	$216,356
Percent of Budget for Teacher Salaries	43.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modifiedachievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	85	85	87	76	78	80	43	46	50
Mathematics	84	86	85	74	76	78	40	43	46
Science	83	88	85	75	80	83	38	46	50
History-Social Science	0	0	0	60	67	71	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Percent of Students Scoring at Proficient or Advanced			
Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*

American Indian or Alaska Native	*	*	*	*
Asian	94	95	93	*
Filipino	*	*	*	*
Hispanic or Latino	68	55	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	85	80	77	*
Male	85	83	82	*
Female	90	86	87	*
Economically Disadvantaged	54	52	*	*
English Learners	69	78	*	*
Students with Disabilities	50	56	55	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

	Percent of Students Meeting Healthy Fitness Zones		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	32.9	30.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	3	6	5

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	14	-2	-5	927
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	9	-7	-1	974
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	---
Pacific Islander	---	---	---	---
White (not Hispanic)	1	9	-17	902
Socioeconomically Disadvantaged	---	---	---	---
English Learners	---	---	---	---
Students with Disabilities	---	---	---	---

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

> Participation rate on the state's standards-based assessments in ELA and mathematics
> Percent proficient on the state's standards-based assessments in ELA and mathematics
> API as an additional indicator
> Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria
 "No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	---	Not In PI
First Year of Program Improvement	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	N/A	---
Percent of Schools Currently in Program Improvement	N/A	---

XI. School Completion and Postsecondary Preparation

N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the past two years the Santiago Hills site has been focusing on the implementation of two important programs that have begun to alter how we instruct and plan instruction.   These include:
1. PLC – (Professional Learning Communities)
2. RTI – (Response To Intervention)

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92