

Santiago High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Santiago High School
Street	1395 Foothill Blvd
City, State, Zip	Corona, CA 92881
Phone Number	(951) 739-5600
Principal	Dr. Kenny Torres
Email Address	kennytorres@cnusd.k12.ca.us
School Website	https://santiago.cnusd.k12.ca.us/home
County-District-School (CDS) Code	33670333330701

2022-23 District Contact Information

District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Samuel Buenrostro, Ed.D.
Email Address	Sbuenrostro@cnusd.k12.ca.us
District Website Address	www.cnusd.k12.ca.us

2022-23 School Overview

Santiago prides itself on the 4 A's (Academics, Arts, Activities, and Athletics). We strive to be excellent in everything we do. I invite you to explore Santiago High School's Annual School Plan for Student Achievement, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, and overall plan to financially support the educational program.

Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement. We have focused on additional training in Social Emotional and Academic Learning this year to meet the increased need of our students and help in building healthy coping skills. Our counseling department is dedicated to assisting every student meet their educational goals and have many post graduation options. Santiago High School is focused on providing all students with the resources and opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Santiago High School is quite proud of its rigorous academic programs, strong Career Technical Education (CTE) programs, award-winning visual and performing arts, quality athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility, integrity, promotes achievement, fosters respect, self-awareness, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Vision

Santiago High School challenges all students to be Scholars, Achievers, and Champions

Mission

Santiago's core values support students to develop their potential by creating opportunities to excel in a rigorous learning environment designed to help them succeed in an ever-changing world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	917
Grade 10	808
Grade 11	808
Grade 12	888
Total Enrollment	3,421

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.3
Asian	10.5
Black or African American	4.7
Filipino	2.5
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.3
White	36.0
English Learners	6.1
Foster Youth	0.3
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	50.2
Students with Disabilities	10.8

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

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)	121.60	94.85	1981.00	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	1.53	15.10	0.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.66	37.80	1.77	12115.80	4.41
Unknown	3.70	2.94	99.70	4.67	18854.30	6.86
Total Teaching Positions	128.20	100.00	2133.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	
Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.80	
Total Out-of-Field Teachers	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 6, 2022, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 44 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 6, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts and Honors 1A&1B, 2A&2B,3A-3B, 4A-4B, (9 - 12) Pearson My Perspective English Language Arts, CA Student Edition ©2017 (Adoption 2017) AP English Language and Composition (11), Bedford Fremont and Worth Pub VHPS, The Language of Composition: Reading, Writing, Rhetoric Student ©2007(Adoption 2008) < AP Literature and Composition (12) Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama (Adoption 1997) Journalism Today, 5th ED 1998 NTC Contemporary ©1998 (Adoption 1999) ELD, iLit CA InspireLiteracy, Pearson ©2017 (Adoption 2018) English 1, Hampton Brown Edge Fundamentals © 2008 (Adoption 2008) English 2, Hampton Brown Edge Level A ©2008 (Adoption 2008)	Yes	0%
Mathematics	Integrated Math I, II, III (9-12) envision Integrated Mathematics I Common Core, 2019 (Pearson) Trigonometry (9-12) Trigonometry, 2005 (Pearson/Addison Wesley-Prentice Hall) Financial Algebra (11-12) Financial Algebra: Advanced Algebra with Finacial Applications 2018, (Cengage Learning) PreCalculus-Regular (10-12) PreCalculus with Limits: A Graphing Approach 8th edition 2020 (Cengage Learning) PreCalculus-Honors and Accelerated (10-12) PreCalculus with Limits: A Graphing Approach 8th edition 2020 (Cengage Learning)	Yes	0%

	<p>Calculus-Non AP-Regular (10-12) Calculus for AP 2017 (Cengage)</p> <p>AP Calculus AB and BC (11-12) Calculus for AP 2017 (Cengage)</p> <p>Statistics (10-12) Statistics and Probability with Applications 2017, (Bedford, Freeman & Worth) 3rd Ed.</p> <p>AP Statistics (11-12) The Practice of Statistics 6th Ed. 2020, (Bedford, Freeman & Worth)</p> <p>Finite Math (11-12) Finite Mathematics for the Managerial, Life and Social Sciences 11th 2016 (Cengage)</p> <p>Computers 9-12 (Elective) (9-12) Computer Applications for New Millenium (South Western Pub)</p>		
Science	<p>Biology 1A-1B (9) CA Inspire Biology, 2022, (McGraw Hill)</p> <p>Honors Biology 1A-1B (9) Modern Biology, 2007 (Holt, Rinehart and Winston)</p> <p>Biology 2A-2B AP (11-12) Campbell: Biology in Focus AP Edition & Test Workbook, (Prentice Hall Edition 2014 Edition)</p> <p>Chemistry 1A-1B (11) Experience Chemistry CA Edition, 2021 (Savvas)</p> <p>Honors Chemistry 1A-1B (11) Inspire Chemistry CA Edition, 2022 (McGraw Hill)</p> <p>Honors Chemistry 1A-1B (11) Supplemental: Laboratory Experiments for AP Chemistry, 2nd Ed. (Flinn Scientific, Inc.)</p> <p>Chemistry 2A-2B AP (11-12) Chemistry: The Central Science 13th Ed.; Student Edition with Test Prep Workbook, (Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus)</p> <p>Physics 1A-1B (11-12) Physics in the Universe CA, 2020 (Houghtin Mifflin)</p> <p>Physics 2A-2B AP (11-12) College Physics: A Strategic Approach 3e w/MP etxt Knight Coll Student Edition, (Prentice Hall 2015)</p> <p>Physics AP C (11-12) Physics for Scientists/Engineers, 2007 (Holt Thomason Learning)</p> <p>Natural Science 1A-1B (10) Earth Science, Holt, 2007 (Rinehart and Winston)</p> <p>Astronomy (9-12) Foundations of Astronomy, 9th Edition, 2007 (Thomson Brooks/Cole)</p> <p>Anatomy & Physiology (9-12) Fundamentals of Anatomy and Physiology, 7th Edition, 2006 (Pearson/Benjamin Cummings)</p> <p>Zoology (9-12) Integrated Principles of Zoology, 13th Edition, 2006 (McGraw-Hill Higher Education)</p> <p>Zoology (9-12) Lab Manual: Laboratory Studies in Integrated Principles of Zoology, 2006 (McGraw-Hill Higher Education)</p> <p>Zoology (9-12) Supplemental: Digital Zoology 2.0 CD-ROM and Student Workbook, 2003 (McGraw-Hill Higher Education)</p> <p>Oceanography (9-12) Essentials of Oceanography, 8th Edition, 2005 (Pearson/Prentice Hall)</p> <p>Environmental Education (9-12) Living in the Environment, 15th Edition, 2007 (Thomson Brooks/Cole)</p> <p>Forensic Science (9-12) Forensic Science: Fundamental and Investigations</p> <p>Intro to Sports Med (9-12) Modern Principles of Athletic Training, Times Morrow/Moseley College Publishing (89)</p>	Yes	0%
History-Social Science	<p>Geography 1A-1B (9), McDougal Littell California, World Geography Student Edition (Adoption 2006)</p>	Yes	0%

	<p>Human Geography AP (9-12), Pearson, The Cultural Landscape: An Introduction to Human Geography (Adoption 2017)</p> <p>World History 1A-1B (9-10), McDougal Littell California Edition, Modern World History Patterns of Interaction Student Edition (Adoption 2006)</p> <p>World History Honors 1A-1B (9-10), Glencoe California Edition: Modern Times Student Edition (Adoption 2006)</p> <p>World History AP (9-12), McGraw Hill, Bentley, Traditions & Encounters: A Global Perspective on the Past (Adoption 2007)</p> <p>European History AP (10), Cengage Learning, Western Civilization: since 1300, Updated AP Edition + Mind Tap 6 yr (Adoption 2016)</p> <p>U.S History 1A-1B (11), Glencoe California Edition: California the American Vision: Modern Times Student Edition (Adoption 2006)</p> <p>U.S. History AP 1A-1B (11), MPS Bedford/St.Martin © 2014, American's History for the AP Course 8th Edition (Adoption 2015)</p> <p>U.S Government (12), Prentice Hall, Magruder's American Government Student Edition (Adoption 2006)</p> <p>U.S. Government AP (12), Bedford, Freeman © 2019, Worth 2019 American Government: Stories of a Nation (Adoption 2006)</p> <p>Economics (12) and Economics Honors, Prentice Hall © 2007, CA Economics: Principals in Action Student Edition (Adoption 2006)</p> <p>AP Macroeconomics (12) and Microeconomics (12), McGraw Hill McConnell AP Economics (Adoption 2015)</p> <p>Psychology 1A-1B (11-12), VHPS © 2003 Edition, Thinking about Psychology, Student Edition (Adoption 2006)</p> <p>Psychology AP 1A-1B (10-12), VHPS© 2007 Edition, Psychology/Myers, 8th ed. Student Edition w/Study Guide (Adoption 2006)</p>		
<p>Foreign Language</p>	<p>Spanish 1A-1B (9-12), HOLT Cali Edition © 2003, Ven Connigo Level 1 Student Edition, (Adoption 2003)</p> <p>Spanish 2A-2B (9-12), HOLT Cali Edition © 2003, Ven Connigo! Level 2 Student Edition, (Adoption 2003)</p> <p>Spanish 3A-3B (10-12), HOLT Cali Edition © 2003, Ven Connigo Level 3 Student Edition, (Adoption 2003)</p> <p>Spanish 4A-4B AP (11-12), Pearson © 2014, Abriendo Paso Temas Y Lecturas 2014 Student Edition, (Adoption 2013) and Vista Higher Learning © Imagina 3e Hardcover Student Edition</p> <p>Spanish 4 AP, Literature Houghton Mifflin Harcourt, Bowen-Abriendo Puertas: Ampliando persepectivas (Adoption 2013)</p> <p>Spanish for Native Speakers 1A-1B (9-12), Prentice Hall © 2001, Sendas Literarias 1 Student Edition, (Adoption 2002)</p> <p>Spanish for Native Speakers 2A-2B (9-12), Prentice Hall © 2001, Sendas 2 Literarias Student Edition (Adoption 2002)</p> <p>French 1A-1B (9-12), EMC Paradigm, C'est a Toi! Level 1 Student Edition, (Adoption 2002)</p> <p>French 2A-2B (10-12), EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, (Adoption 2002)</p> <p>French 3A-3B (11-12), French Honors/Pre-AP(9-12), EMC Paradigm © 2002, C'est A Toi! Level 3 Student Edition, (Adoption 2001)</p>	<p>Yes</p>	<p>0%</p>

	<p>French 4A-4B AP, Prentice Hall © 2012, Allons Au Dela Student Edition Plus eText online (Adoption 2013)</p> <p>German 1A-1B (9-12), HOLT © 2003, Komm Mit! Level 1 Student Edition, (Adoption 2002)</p> <p>German 2A-2B (9-12), HOLT © 2003, Komm Mit! Level 2 Student Edition, (Adoption 2002)</p> <p>German 3A-3B (9-12), HOLT © 2003 Komm Mit! Level 3 Student Edition-Holt, (Adoption 2002)</p> <p>German 4A-4B AP (11-12), HOLT © 2002, Kaleidoskop 6th Edition Student Edition, (Adoption 2002)</p> <p>Chinese 1A-1B(9-12) , Cheng & TSUI © 2008 3rd Edition, Integrated Chinese Level 1 Part 1 Student Edition, (Adoption 2010)</p> <p>Chinese 2A-2B (9-12), Cheng & TSUI © 2008 3rd Edition, Integrated Chinese Level 1 Part 2 Student Edition, (Adoption 2010)</p> <p>Chinese 3A-3B (9-12), Cheng & Tsuen © 2009 3rd Edition, Integrated Chinese Level 2 Part 1 Student Edition, (Adoption 2011)</p> <p>Chinese 4A-4B (11-12), Cheng & Tsui © 2009 3rd Edition, Integrated Chinese Level 2 Part 2 simplified & Traditional Student Edition, (Adoption 2012)</p> <p>Chinese for Native Speakers 1A-1B (9-12), Cheng & Tsui © 2008, Beyond the Basics Student Edition, (Adoption 2012)</p> <p>Chinese for Native Speakers 2A-2B (10-12), Cheng & TSUI © 2008 Integrated Chinese Level 2 Part 1 Student Edition Simplified & Traditional (Adoption 2012)</p>		
Health	<p>Physical Education, Glencoe © 2005, Foundation of Personal Fitness,(Adoption 2006)</p> <p>Health (9-12) Holt © 2009, Lifetime Health Student Edition (Adoption 2008)</p>	Yes	0%
Visual and Performing Arts	<p>Digital Photography 1A-1B (9-12), Focus on Photography Davis Pub, Instruction to Digital Photography Prentice Hall,©2006 (Adoption 2007)</p> <p>Photography 1A-1B, (9-12),A Short Course in Photography 5th Edition, Prentice Hall, (Adoption 2001)</p> <p>Photography 2A-2B (10-12), Photography 7th Edition - London Pearson Ed.(Adoption 2002)</p> <p>Calligraphy (9-12), Calligraphic Lettering, Watson-Guptill, '67 (Adoption 1989)</p> <p>History of Art AP, AP Art History Student Ed, with MyArtsLab, 5th Ed, Prentice Hall ©2014, (Adoption)</p> <p>History of Video Games, The Ultimate History of Video games 1st Ed.Three Rivers Press ©2010 (Adoption 2015)</p> <p>TV Production (9-12), Television Production, Glencoe-McGraw-Hill Co 89, (Adoption 1990)</p> <p>Introduction to Media Production, Understanding Non-Media, Jawitz, Nat'l Textbook 96',(Adoption 1997)</p> <p>Video Production 1A-1B, Video Basics, Zettle, Wadsworth Publishing, Int. Thompson 95, (Adoption 1997)</p> <p>Multimedia/Web Page Design, Multimedia, Making it Work, Vaughan, McGraw© 1996, (Adoption 1998)</p> <p>Theatre Technology, Theatre Arts, Theatre Prod (9-12), The Stage and the School, Glencoe/McGraw Hill (Adoption 1999)</p> <p>Studio Arts 1A-1B AP,(Adoption 2000) see College Board Website for approved books for Resource Materials Library</p>	Yes	0%

	<p>Visual Arts 1A-1B,(9-12), ArtTalk Student Edition 05 Glencoe (Adoption 2005) Visual Arts 2A-2B (10-12) The Visual Experience Student; Davis (Adoption 2005) Contemporary Media 1A-1B, (10-12), Apple computer 1- apps: i-photo, i-movie, Adobe Photoshop, Hyperstudio or Ezedia multimedia software (Adoption 2003) Contemporary Media 2A-2B, (11-12), Scholastic Art, (Adoption 2012) Drawing and Painting 1A-1B, (10-12) Discovering Drawing Student Edition, Davis, (Adoption 2005). Exploring Painting Student Edition, (Adoption 2005) Ceramics 1A-1B, (9-12), Experience Clay Student Edition Davis, (Adoption 2005) Dance Performance 3, Dance Composition Basics, Capturing the Choreographer's (Adoption 2013) Music Theory 1A-1B, (9-12), Music & Theory Practice, (Adoption 2002) Music Theory 2A-2B AP,(11-12), Music & Theory Practice, Vol 1, (Adoption 2002) Music Through the Ages, (9-12), A Living Language, Tom Manoff, People Publishing (Adoption 1990) Graphic Design 1A-1B, (10-12), Design Basics Index Krause J How Design Books © 2004, (Adoption 2010) Fashion 1 & 2, Apparel Design, Textiles & Construction 10th Ed. Student Ed., Goodheart-Willcox Company (Adoption 2015) Choir-Beginning Level, Essential Repertoire for Developing Choir, Hal Leonard Publisher ©1995, (Adoption 1999) Treble Choir Beginning 1A-1B, Essential Repertoire for the Developing Choir Level Two Treble, Hal Leonard Publisher©1995 (Adoption 1999) Treble Choir-Advanced, Essential Repertoire for the Concert Choir Level Three Treble, Hal Leonard Publisher ©1995 (Adoption 1999); Baritone Choir 1A-1B, Essential Repertoire for the Young Choir – Level One, Two and Three for Tenor/Base, Hal Leonard Publisher ©1995 (Adoption 1995); Concert Choir 1A-1B (9-12), Essential Repertoire for the Young Choir – Level 1 ©1995 (Adoption 1995)</p>		
Science Laboratory Equipment (grades 9-12)		Yes	

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Santiago High School's on an annual basis in accordance with Education Code §17592.72(c)(1). Corona Norco Unified School District uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The following school improvements and/or bond projects began in 2022-2023:

- HS- Marquee/Scoreboard Project-Facilities

The most recent school inspection took place on 3/31/2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

3/31/2022

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		BOYS RR: 4. FLOOR TILES HAVE HOLES IN HALLWAY RM C 103: 4. WATER STAIN CEILING TILES RM C 108: 4. WATER STAIN CEILING TILES RM D 106: 4. WATER STAIN CEILING TILES RM D 203: 4. WATER STAIN CEILING TILES RM D 206: 4. FLOOR TILES HAVES HOLES IN HALLWAY RM E 106: 4. WATER STAIN CEILING TILES RM E 107: 4. WATER STAIN CEILING TILES RM E 108: 4. WATER STAIN CEILING TILES RM E 207: 4. CEILING TILE IS CRACKED RM E 214: 4. WATER STAIN CEILING TILES RM F 103: 4. WATER STAIN CEILING TILES RM F 106: 4. WATER STAIN CEILING TILES RM F 107: 4. WATER STAIN CEILING TILES RM F 204: 4. CEILING TILE HAS HOLE RM F 212: 4. WATER STAIN CEILING TILES RM H 101: 4. WATER STAIN CEILING TILES RM H 102: 4. WATER STAIN CEILING TILES RM H 104: 4. WATER STAIN CEILING TILES RM H 105: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS LOOSE AT ENTRY RM H 106: 4. WATER STAIN CEILING TILES RM I 101: 4. LAMINATE TRIM IS MISSING AT SINK COUNTER/ WATER STAIN CEILING TILES RM I 102: 4. WATER STAIN CEILING TILES RM I 103: 4. WATER STAIN CEILING TILES RM I 104: 4. WATER STAIN CEILING TILES RM J 101: 4. WATER STAIN CEILING TILES RM J 103: 4. WATER STAIN CEILING TILES/ FLOOR TILES HAVE HOLES/ TRIP HAZARD RM J 106: 4. WATER STAIN CEILING TILES/ CARPET IS TORN RM K 101: 4. WATER STAIN CEILING TILES/ FLOOR TILES HAVE HOLES 9. SINK IS LEAKING RM K 103: 4. WATER STAIN CEILING TILES/ FLOOR TILES HAVE HOLES RM K 104: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			<p>RM K 107: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN RM K 108: 4. WATER STAIN CEILING TILES RM K 109: 4. FLOOR TILES ARE CRACKED WITH HOLES/ WATER STAIN CEILING TILES/ WALLPAPER IS TORN/ CEILING TILE HAS HOLE RM L 101: 4. WATER STAIN CEILING TILES RM L 102: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING IS MISSING AT BASE OF WALL RM L 103: 4. WATER STAIN CEILING TILES RM L 104: 4. WATER STAIN CEILING TILES RM L 105: 4. WATER STAIN CEILING TILES RM L 106: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN 10. PLUG IN AIR FRESHENER IN USE RM L 107: 4. WATER STAIN CEILING TILES STUDENT STORE: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED TEXTBOOK RM: 4. WATER STAIN CEILING TILES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>RM A 109: 7. LIGHT DIFFUSER IS BROKEN RM D 212: 7. LIGHT SWITCH COVER IS LOOSE RM H 105: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS LOOSE AT ENTRY RM J 102: 7. LIGHT DIFFUSER IS MISSING RM L 106: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN 10. PLUG IN AIR FRESHENER IN USE</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>RM K 101: 4. WATER STAIN CEILING TILES/ FLOOR TILES HAVE HOLES 9. SINK IS LEAKING</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>CAFETERIA: 11. PAINT IS CHIPPING ON BEAM AT MAIN ENTRY E BLDG/ BOYS RR: 11. PAINT IS CHIPPING ON RAILING GIRLS RR: 11. PAINT IS CHIPPING ON HAND DRYERS AND CEILING RM C 101: 11. PAINT IS CHIPPING ON FLOOR RM F 117: 11. PAINT IS CHIPPING ON HALLWAY DOUBLE DOORS RM K 110: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM L 106: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN 10. PLUG IN AIR FRESHENER IN USE</p>
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	77	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	40	N/A	38	N/A	33

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	761	97.94	2.06	77.40
Female	395	388	98.23	1.77	81.96
Male	382	373	97.64	2.36	72.65
American Indian or Alaska Native	--	--	--	--	--
Asian	80	78	97.50	2.50	87.18
Black or African American	35	34	97.14	2.86	82.35
Filipino	16	16	100.00	0.00	100.00
Hispanic or Latino	323	314	97.21	2.79	69.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	85.71
White	294	291	98.98	1.02	81.44
English Learners	52	46	88.46	11.54	10.87
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	380	369	97.11	2.89	69.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	87	86	98.85	1.15	24.42

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	776	757	97.55	2.45	40.29
Female	395	385	97.47	2.53	40.78
Male	381	372	97.64	2.36	39.78
American Indian or Alaska Native	--	--	--	--	--
Asian	80	78	97.50	2.50	69.23
Black or African American	35	34	97.14	2.86	38.24
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	322	312	96.89	3.11	28.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	47.62
White	294	289	98.30	1.70	43.25
English Learners	52	49	94.23	5.77	4.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	380	368	96.84	3.16	30.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	86	86	100.00	0.00	6.98

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.59	NT	32.51	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1631	1613	98.9	1.1	38.59
Female	809	804	99.38	0.62	38.18
Male	822	809	98.42	1.58	38.99
American Indian or Alaska Native	--	--	--	--	--
Asian	177	176	99.44	0.56	61.36
Black or African American	68	67	98.53	1.47	20.9
Filipino	46	45	97.83	2.17	62.22
Hispanic or Latino	678	668	98.53	1.47	27.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	56.82
White	605	601	99.34	0.66	43.26
English Learners	85	81	95.29	4.71	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	784	771	98.34	1.66	29.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	138	98.57	1.43	5.84

2021-22 Career Technical Education Programs

CNUSD Career Technical Education (CTE) pathways consist of sequenced, industry-driven courses that engage all students in a high quality, rigorous learning environment. While these courses adhere to strict anchor standards and pathway standards which naturally support and enhance academic achievement, they additionally fulfill twelve Standards for Career Ready Practice, such as problem-solving, critical thinking, and effectively communicating. One defining aspect of CTE is the integration of career exploration, preparation and training by means of hands-on, work-based learning experiences such as classroom discussions with industry experts, site visits to local industry, CTE Expo, Career Day, job shadows and internships. We are tracking student involvement, industry-recognized certifications and pathway completion.

The district has 41 pathways representing 12 industry sectors that allows teachers the opportunity to create engaging experiences for all students to explore and develop their own unique talents, interests and strengths. Students are encouraged to access CalColleges.edu, an interactive career resource that allows them to conduct interest inventories which matches students with careers they might find interesting, and provides college and career planning tools that integrate the 15 California Career Technical Education industry sectors.

Workability, a program for students on an IEP, provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation.

Middle/Intermediate and High Schools who employ properly credentialed CTE instructors receive supplemental funding from: the Carl D. Perkins Career and Technical Education Improvement Act of 2006; the California Career Technical Education Incentive Grant; and the K12 Strong Workforce Program.

These grants enable CNUSD school sites to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy, and helps provide programs that prepare students for both postsecondary education and the careers of their choice. The CTE table in this report shows the total number of students participating in the district's CTE courses.

During the 2021-2022, Santiago High School students were able to enroll in the following CTE pathways:

- Information and Communication Technologies
- Manufacturing and Product Development
- Health Science and Medical Technology
- Business and Finance
- Engineering and Architecture
- Arts, Media, and Entertainment
-

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1082
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.26
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	70.53

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100.00%	100.00%	100.00%	100.00%	100.00%

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment by participating in a decision-making group, or simply attending school events. The COVID-19 restrictions for parents coming on-campus have been lifted and we have been offering opportunities on campus for increased parental engagement.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school website, social media and the "Friday Fin-ale" newsletter. Contact Lisa Giles at (951) 739-5600 for more information on how to become involved in your child's learning environment. Below you can see some of the many opportunities Santiago has for parent involvement.

Opportunities to Volunteer:

- Dance Chaperones
- Volunteers during lunch duty and after-school activities
- Chaperone Field Trips
- Fundraising Activities
- Library Assistant
- WASC Committee
- Friends of Santiago

2022-23 Opportunities for Parental Involvement

Great American Shakeout

Committees:

Friends of Santiago
 English Learner Advisory Council
 Parent Teacher Student Association
 School Safety Committee
 School Site Council
 Senior Dinner Dance
 Committee Spirit Cheer Boosters
 Band Boosters
 Performing Arts Boosters
 Concerned Parent Advisory Group (CPAG)
 WASC Committee
 Every 15 Minutes
 Athletic Boosters

School Activities:

Back to School Night
 Sports Events
 Student Performances
 Freshman Parent Orientation
 Financial Aid Workshops
 Friends of Santiago
 College & Career Kickoff

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.7	0.3		2.7	1.5		8.9	7.8
Graduation Rate		97.4	98.9		94.5	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	881	871	98.9
Female	424	421	99.3
Male	457	450	98.5
American Indian or Alaska Native	--	--	--
Asian	101	99	98.0
Black or African American	34	34	100.0
Filipino	30	30	100.0
Hispanic or Latino	363	359	98.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	19	100.0
White	324	320	98.8
English Learners	50	47	94.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	449	445	99.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	78	76	97.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3595	3514	663	18.9
Female	1802	1759	339	19.3
Male	1791	1753	322	18.4
American Indian or Alaska Native	10	10	5	50.0
Asian	376	372	37	9.9
Black or African American	170	162	22	13.6
Filipino	87	86	7	8.1
Hispanic or Latino	1545	1505	347	23.1
Native Hawaiian or Pacific Islander	13	11	1	9.1
Two or More Races	78	77	10	13.0
White	1280	1255	227	18.1
English Learners	249	238	74	31.1
Foster Youth	14	11	4	36.4
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	1844	1801	422	23.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	402	386	108	28.0

C. Engagement

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.76	2.49	2.45
Expulsions	0.05	0.10	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.11	3.70	0.14	3.31	0.20	3.17
Expulsions	0.00	0.08	0.01	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.70	0.08
Female	2.11	0.00
Male	5.30	0.17
American Indian or Alaska Native	0.00	0.00
Asian	0.80	0.00
Black or African American	7.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.63	0.19
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	2.11	0.00
English Learners	7.23	0.40
Foster Youth	21.43	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.88	0.16
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.71	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Santiago High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff on October 2022.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	33	39	64
Mathematics	31	24	21	71
Science	30	18	27	57
Social Science	30	22	14	70

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	52	26	67
Mathematics	25	44	30	63
Science	28	24	40	49
Social Science	28	39	9	65

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	29	37	61
Mathematics	29	18	50	48
Science	32	12	22	62
Social Science	30	16	32	46

2021-22 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	380.11

2021-22 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)	9.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$7,465.15	\$1,293.06	\$6,172.10	\$105,059.87
District	N/A	N/A	\$7,555	\$103,360
Percent Difference - School Site and District	N/A	N/A	-12.1	-0.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	1.5	18.6

2021-22 Types of Services Funded

For the 2021 - 2022 school year, Corona-Norco Unified School District spent an average of \$7,555.00 of total general funds to educate each student (based on 2021-2022 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Certificated and Classified Professional Development Funds
- Covid Relief Funds
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Safety Grants
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Vocational Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$64,344	\$51,081
Mid-Range Teacher Salary	\$87,157	\$77,514
Highest Teacher Salary	\$120,294	\$105,764
Average Principal Salary (Elementary)	\$133,283	\$133,421
Average Principal Salary (Middle)	\$138,055	\$138,594
Average Principal Salary (High)	\$145,043	\$153,392
Superintendent Salary	\$309,000	\$298,377
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	15
Fine and Performing Arts	4
Foreign Language	4
Mathematics	9
Science	13
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	63

Professional Development

All training and curriculum development activities at Santiago High School revolve around the California State Standards. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Santiago High School supports ongoing professional growth throughout the year on early release days and Professional Collaboration Time (PCT). Teachers meet with department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Santiago High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Learning changed significantly in response to the COVID pandemic and the move to learning in a remote setting. These changes continued into the 2022-23 school year in many ways, although topics broadened as students returned to the classroom setting.

1. In 2020-2021, CNUSD held staff development training devoted to : 371 professional learning titles with 946 sessions lasting from 1 hour to 3 hours depending on the training and the setting. CNUSD logged 24,299 staff members attending sessions throughout the year.

In 2021-2022, CNUSD had 272 professional learning titles with 737 sessions lasting from 1- 8 hours. CNUSD logged 11,718 staff members attending sessions throughout the year.

For 2022-2023, CNUSD plans include 371 professional learning sessions ranging from 1- 8 hours, depending on the training and the setting. This includes several training sessions accessed by every educator during teacher training days.

2. Districtwide staff development topics - The focus for professional learning has been first best instruction, family and school partnerships, positive school environment and systems leadership and collaboration.

2020 - 2021 Additional Topics included -

- Curriculum: Utilizing math resources, Utilizing ELA curriculum, Curriculum development in all content areas, Utilizing Read180, Learning Studies Weekly, Mystery Science, Blended Learning Strategies for Paraeducators and STEPS aides
- Social Emotional Learning: Building Relationships in Remote and In-person Settings. Awareness of Emotions, SEL in Action (virtual/remote) Social Emotional and Connection Activities, SEL and Technology, Understanding Trauma
- Technology tools: Google (Classroom, Meets, Slides, Docs, Forms), Discovery Education tools, Screencasting, Microsoft tools, HyperSlides, Translation Tools, EduProtocols, Q Gradebook, Pear Deck, Zoom, Flipgrid
- Virtual School: Utilizing Edgenuity platform K-12, Best Practices to Start Virtual Year, Tips for Edgenuity Basics, District-Led Collaboration with Virtual Teachers, Edgenuity Trainer of Trainers model, Edgenuity Reports, Customizing Edgenuity courses
- EL Strategies: Strategies in content- specific courses, Utilizing iLit Curriculum Dual Language Immersion Collaboration and Curriculum Development, Ellevation Strategies, Bilingual Paraprofessionals-Working with Students Remotely/Virtually, ELA Module Training, Rosetta Stone Training, Listening and Speaking strategies, EL Contact meetings, Applying Integrated ELD
- Special Education: Utilizing SEIS, Schedules and Collaboration for SDC Classroom, Utilizing ParaEducators in SDC Classroom, Unique Learning Systems Curriculum (ULS) with SH and PALs classrooms, ELA Accommodations for Students with Disabilities, Conducting Virtual IEPs
- Management/District Procedures: Attendance Reports, Truancy Training, COVID-19 Protocols, Health Clerk and LVN Training

2021-2022 Additional Topics included -

- Curriculum: Curriculum planning based on priorities in all content areas, Utilizing Read 180, Studies Weekly implementation training RAZ Kids implementation, envision 2020 math materials update, HMH Math 180 program, K-8 Math adoptions, 9-12 Science Adoptions, Science of Reading strands, CTE, Number Corners,

Professional Development

- Social Emotional Learning: Restorative Practices, Building Belonging, Community Circles Capturing Kids Hearts program, Science of Forgiveness, SEL as the Onramp for Academic Success, Mental Health for Paras, Better Together - SEL and Academics; BREATHE training for Classified staff, Thrive Youniversity SEL training, MTSS Reboot, Tier II Refresh,
- Technology Tools: Google (Classroom, Slides, Docs, Forms), Discovery Education tools, Device Management for successful 1:1 implementation, NearPod tools, Screencastify: Amplifying and Celebrating Student Expression, Canvas, Google Suite,

DLI/EL Strategies: Mandarin planning and collaboration, STEMScopes for DLI teachers, EL Contact meetings/trainings, Ellevation program, Integrated and Designated EL Strategies, ELPAC Administration and Scoring, DLI planning and collaboration,

- Special Education: Steps to Advance implementation, Orton-Gillingham strategies, Communication Severity Scales with Speech Language Pathologists, Identifying Students At-Risk for Reading Difficulty, Introduction to Autism for General Education Staff, CPI training, Dyslexia, Inclusion,
- Assessment: : Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Management/District Procedures: Attendance Reports, Truancy Training, Cognitive Coaching, Restorative Practices,
- Extended Learning: Summer Boost training
- Health and Wellness: Fentanyl Education

2022-2023 Additional Topics Include:

- Curriculum: Science of Reading Strands, Haggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Adoption, 7-12 History Social Science Textbook Adoption, 9-12 Elective Science Textbook Adoption; Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA),
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Reboot
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance,
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

3. Supplementary instruction provided - classroom coaching and modeled lessons, collaborative sessions with individual teacher and/or grade levels, instructional support website with resources and aids, office hours for teachers to pop in for quick questions, curriculum units created for remote students or students out for quarantine, and staff meeting facilitation guides and training tools provided to site administration.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	53	63	75