

# Santiago High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

Entity	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
Website	www.cnusd.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

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. Our counseling department is dedicated to assisting every student in their goals. Santiago High School is focused on providing all students with the 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	880
Grade 10	1,014
Grade 11	925
Grade 12	891
<b>Total Enrollment</b>	<b>3,710</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	10.5
Filipino	2.5
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.4
White	39.5
Two or More Races	1.9
Socioeconomically Disadvantaged	31.7
English Learners	6
Students with Disabilities	10
Foster Youth	0.3
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	151	152	133	2144
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	13	15	13	82

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 1, 2020

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 1, 2020, 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. 46 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 2020-21 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson My Perspective English Language Arts, CA Student Edition ©2017 (Adoption 2005) Bedford Fremont and Worth Pub VHPS, The Language of Composition: Reading, Writing, Rhetoric Student ©2007 (Adoption 2008) Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama (Adoption 1997) Journalism Today, 5th ED 1998 NTC Contemporary ©1998 (Adoption 1999) iLit CA Inspire Literacy Pearson ©2017 (Adoption 2018) Hampton Brown Edge Fundamentals © 2008 (Adoption 2008) Hampton Brown Edge Level A ©2008 (Adoption 2008)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Integrated Math I,II &amp; III envisionaga  Integrated Mathematics I, II &amp; III Common Core ©2019 Pearson, Student Edition + Digital Courseware (Adoption 2008)  Financial Algebra (11-12), Cengage Learning © 2018 (Adoption 2012).Financial Algebra: Advanced Algebra with Financial Applications,2nd Student Edition + MindTap  Trigonometry 1A-1B (11-12) Prentice Hall 8th Edition Lial Trigonometry Student Edition (Adoption 2008)  Pre-Calculus 1A-1B (10-12) Cengage © 2020  Precaluculus with Limits:A Graphing Approach, 8th Student Edition + Webassign (Adoption 2008)  Pre-Calculus 1A-1B Honors (10-12)  Accelerated Pre-Calculus 1A-1B Honors (10-12) Cengage ©2020  Precalculus with Limits: AGraphing Approach, 8th Student Edition + WebAssign (Adoption 2008)  Calculus 1A-1B (10-12),Calculus AP (11-12) Cengage © 2017  Calculus for AP Student Edition + WebAssign+online Fast tract to a 5(6-year access) Larson/battaglia 1st Edition (Adoption 2008)  Statistics (10-12), Bedford,Freeman &amp; Work 3rd Edition MPS © 2017, Statistics and Probability with Applications Student Edition (Adoption 2008)  Statistics 1A-1B AP (11-12), Bedford,Freeman &amp; Work 6th Edition MPS © 2020, The practice of Statistics Student Edition (Adoption 2008)  Statistical Reasoning in Sports (11-12) VHPS-Bedford Fremont Worth Publishing, Statistical Reasoning in Sports © 2011 Tabor and Franklin, Freeman Publishing (Adoption 2012)  IB Math SL/HL, Haese &amp; Harris Publications, Mathematics for the International Student (Adoption 2008)  Finite Math 1S-1B (11-12) Cengag © 2016, Finite Mathematics for the Managerial, Life and Social Sciences 11th, Brooks, Cole © 2014 Student Edition (Adoption 2016)  Computer Science Advanced Placement /AB (11-12), Fundamentals of Java (TM): AP*  Computer ScienceEssentials 4th Edition(Adoption 2008 )</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Natural Science 1A-1B (9-12), Holt Cali Edition, Earth Science, Student Edition w/ Interactive Online w/live ink (6yr) (Adoption 2007)</p> <p>Biology 1A-1B (9-12), Prentice Hall Cali Edition (Adoption 2007)</p> <p>Biology 1A-1B HR (9-12), Holt Cali Edition, Modern Biology Student Edition w/ Interactive Online w/ Live Ink(6yr) (Adoption 2007)</p> <p>Biology 2A-2B AP (11-12), Prentice Hall Edition,Campbell: Biology in Focus AP Edition &amp; Test Workbook (Adoption 2014)</p> <p>Chemistry (10-12), Holt Cali Edition, Chemistry Student Edition w/Interactive Online w/Live Ink (6yr) (Adoption 2007)</p> <p>Chemistry HR 1A-1B (10-12), Holt Cali Edition © 2006 Modern Chemtry Student Edition w/Live Ink Online Reading Help (6yr) (Adoption 2007)</p> <p>Chemistry 2A-2B AP (11-12), Pearson by Brown Lemay Bursten Murphy Woodward Stoltzfus, The central Science 13th Ed. Student Edition with TestPrep Workbook ( Adoption 2015)</p> <p>Physics 1A-1B (10-12), Glencoe Cali © 2008, Physics: Principals and Problems Student Edition (Adoption 2007)</p> <p>Physics 1A-1B, 2A &amp; 2B AP(11-12), Prentice Hall, College Physics: A strategic Approach 3e w/MP etxt Knight Coll Student Edition (Adoption 2015)</p> <p>Physics AP C (11-12), HOLT Thomson Learning,Physics for Scientists/Engineers 7th Ed. Student Edition (Adoption 2007)</p> <p>Oceanography 1A-1B (10-12), Prentice Hall © 2005, Essentials of Oceanography Student Edition (Adoption 2007)</p> <p>Astronomy (10-12), HOLT Thomson Learning, Foundation of Astronomy 9th Ed. Student Edition (Adoption 2007)</p> <p>Anatomy &amp; Physiology (10-12), Prentice Hall © 2006, Fundamental of Anatomy &amp; Physiology Martini Student Ed.(Adoption 2007)</p> <p>Environmental Science (11-12), Pearson, Environmental Science: Your World, Your Turn Student Edition + MyEnvironmental Science.com (Adoption 2011)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Environmental Science AP, HOLT Thomson Learning, Living in the Environment: Principles, Connections and Solutions by Miller 15th Edition Student ©2006 (Adoption 2007) Zoology 1A-1B, Glencoe © 2006, Integrated Principles of Zoology 13th Edition (Adoption 2007)		
<b>History-Social Science</b>	Geography 1A-1B (9), McDougal Littell California, World Geography Student Edition (Adoption 2006) Human Geography AP (9-12), Pearson, The Cultural Landscape: An Introduction to Human Geography (Adoption 2017) World History 1A-1B (10), McDougal Littell California Edition, Modern World History Patterns of Interaction Student Edition (Adoption 2006) World History Honors 1A-1B (9-10), Glencoe California Edition: Modern Times Student Edition (Adoption 2006) World History AP(9-12), McGraw Hill, Bentley, Traditions & Encounters: A Global Perspective on the Past (Adoption 2007) European History AP(10), Cengage Learning, Western Civilization: since 1300, Updated AP Edition+mind Tap 6 yr (Adoption 2016) U.S History 1A-1B (11), Glencoe California Edition: California the American Vision: Modern Times Student Edition (Adoption 2006) U.S. History AP 1A-1B (11), MPS Bedford/St.Martin © 2014, American's History for the AP Course 8th Edition (Adoption 2015) U.S Government (12), Prentice Hall, Magruder's American Government Student Edition (Adoption 2006) U.S. Government AP (12), Bedford, Freeman © 2019, Worth 2019 American Government: Stories of a Nation (Adoption 2006) Economics (12) Hrs, Prentice Hall © 2007, CA Economics: Principals in Action Student Edition (Adoption 2006) AP Macroeconomics (12), McGraw Hill McConnell AP Economics (Adoption 2015)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Psychology 1A-1B (11-12), VHPS © 2003 Edition, Thinking about Psychology, Student Edition (Adoption 2006) Psychology AP 1A-1B (10-12), VHPS© 2007 Edition, Psychology/Myers, 8th ed. Student Edition w/Study Guide (Adoption 2006)		
<b>Foreign Language</b>	Introduction to Spanish, Holt Cali Edition © 2003, Ven Conmigo! Level 1 Student Edition (Adoption 2005) Spanish 1A-1B (9-12), HOLT Cali Edition © 2003, Ven Conmigo Level 1 Student Edition, (Adoption 2003) Spanish 2A-2B (9-12), HOLT Cali Edition © 2003, Ven Conmigo! Level 2 Student Edition, (Adoption 2003) Spanish 3A-3B (10-12), HOLT Cali Edition © 2003, Ven Conmigo Level 3 Student Edition, (Adoption 2003) Spanish 4A-4B AP (11-12), Pearson © 2014, Abriendo Paso Temas Y Lecturas 2014 Student Edition, (Adoption 2013) Spanish 4 AP, Literature Houghton Mifflin Harcourt, Bowen-Abriendo puertas: Ampliando persepectivas (Adoption 2013) Spanish for Native Speakers 1A-1B (9-12), Prentice Hall © 2001, Sendas Literarias 1 Student Edition, (Adoption 2002) Spanish for Native Speakers 2A-2B (9-12), Prentice Hall © 2001, Sendas 2 Literarias Student Edition (Adoption 2002) French 1A-1B (9-12), EMC Paradigm, C'est a Toi! Level 1 Student Edition, (Adoption 2002) French 2A-2B (10-12), EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, (Adoption 2002) French 3A-3B (11-12), French Honors/Pre-AP(9-12), EMC Paradigm © 2002, C'est A Toi! Level 3 Student Edition(Adoption 2001) German 1A-1B (9-12), HOLT © 2003, Komm Mit! Level 1 Student Edition, (Adoption 2002) German 2A-2B (9-12), HOLT © 2003, Komm Mit! Level 2 Student Edition, (Adoption 2002) German 3A-3B (9-12), HOLT © 2003 Komm Mit Level 3 Student Edition-Holt, (Adoption 2002)	Yes	0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>German 4A-4B AP (11-12),HOLT © 2002, Kaleidoskop 6th Edition Student Edition, (Adoption 2002)</p> <p>Chinese 1A-1B(9-12) , Cheng &amp; TSUI © 2008 3rd Edition, Integrated Chinese Level 1 Part 1 Student Edition, (Adoption 2010)</p> <p>Chinese 2A-2B (9-12), Cheng &amp; TSUI © 2008 3rd Edition, Integrated Chinese Level 1 Part 2 Student Edition, (Adoption 2010)</p> <p>Chinese 3A-3B (9-12), Cheng &amp; Tsuen © 2009 3rd Edition, Integrated Chinese Level 2 Part 1 Student Edition, (Adoption 2011)</p> <p>Chinese 4A-4B (11-12), Cheng &amp; Tsui © 2009 3rd Edition, Integrated Chinese Level 2 Part 2 simplified &amp; Traditional Student Edition, (Adoption 2012)</p> <p>Chinese for Native Speakers 1A-1B (9-12), Cheng &amp; Tsui © 2008, Beyond the Basics Student Edition, (Adoption 2012)</p> <p>Chinese for Native Speakers 2A-2B (10-12), Cheng &amp; TSUI © 2008 Integrated Chinese Level 2 part 1 Student Edition Simplified &amp; Traditional (Adoption 2012)</p>		
<b>Health</b>	<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
<b>Visual and Performing Arts</b>	<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 A.P. 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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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</p> <p>Visual Arts 1A-1B, (9-12), Arttalk Student Edition 05 Glencoe (Adoption 2005)</p> <p>Visual Arts 2A-2B The Visual Experience Student Davis (Adoption 2005)</p> <p>Contemporary Media 1A-1B, (10-12), Apple computer 1-apps: i-photo, i-movie, Adobe Photoshop, Hyperstudio or Ezedia multimedia software (Adoption 2003)</p> <p>Contemporary Media 2A-2B, (11-12), Scholastic Art, (Adoption 2012)</p> <p>Drawing and Painting 1A-1B, (10-12) Discovering Drawing Student Edition, Davis, (Adoption 2005)</p> <p>Ceramics 1A-1B, (9-12), Experience Clay Student Edition Davis, (Adoption 2005)</p> <p>Dance performance 3, Dance Composition Basics, Capturing the Choreographer's (Adoption 2013)</p> <p>Music Theory 1A-1B, (9-12), Music &amp; Theory Practice, (Adoption 2002)</p> <p>Music Theory 2A-2B AP, (11-12), Music &amp; Theory Practice, Vol 1, (Adoption 2002)</p> <p>Music Through the Ages, (9-12), A living Language, Tom Manoff, People Publishing (Adoption 1990)</p> <p>Graphic Design 1A-1B, (10-12), Design Basics Index Krause J How Design Books © 2004, (Adoption 2010)</p> <p>Fashion 1 &amp; 2, Apparen Design, Textiles &amp; Construction 10th Ed. Student Ed. Goodheart-Willcox Company (Adoption 2015)</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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)		

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

### School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Santiago High School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Multipurpose room (Shark Tank) remodeled with new technology and furniture
- Upgrades to the Reference Room (off of the library) with new technology and furniture

2017-18 Improvements in Process:

- Upgrades to weight room in gym
- New lighting and sound equipment in theatre
- New turf on football field (completion in Summer 2018)

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Seven day custodians and nine evening custodians are assigned to Santiago High School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning
- Pool maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 5/20/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	BOYS RR: 4. FLOOR TILES HAVE HOLES IN HALLWAY COUNSELING OFC: 4. WATER STAIN CEILING TILES RM D 106: 4. WATER STAIN CEILING TILES RM E 103: 4. WATER STAIN CEILING TILES RM E 107: 4. WATER STAIN CEILING TILES RM F 204: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON INTERIOR OF WINDOW FRAMES RM H 102: 4. WATER STAIN CEILING TILES RM H 104: 4. WATER STAIN CEILING TILES RM H 105: 4. WATER STAIN CEILING TILES RM H 106 A: 4. WATER STAIN CEILING TILES RM I 101: 4. LAMINATE TRIM IS MISSING AT SINK COUNTER RM J 101: 4. FLOOR TILES ARE CRACKED AND BUBBLING/ WATER STAIN CEILING TILES/ EXTENSION CORDS STRUNG ACROSS DOORWAY/ TRIP HAZARD RM J 103: 4. FLOOR TILES ARE CRACKED RM K 101: 4. WATER STAIN CEILING TILES RM K 102: 4. WATER STAIN CEILING TILES RM K 103: 4. WATER STAIN CEILING TILES RM K 107: 4. WATER STAIN CEILING TILES RM K 108: 4. WATER STAIN CEILING TILES RM K 109: 4. FLOOR TILES ARE CRACKED WITH HOLES RM L 101: 4. WATER STAIN CEILING TILES RM L 102: 4. WATER STAIN CEILING TILES RM L 103: 4. WATER STAIN CEILING TILES RM L 106: 4. WATER STAIN CEILING TILES RM L 107: 4. WATER STAIN CEILING TILES STUDENT STORE: 4. WATER STAIN CEILING TILES
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	RM E 101: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	CAFETERIA: 11. PAINT IS CHIPPING ON BEAM AT MAIN ENTRY 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 IN HALLWAY AT ENTRY DOOR RM F 201: 11. PAINT IS CHIPPING ON DOOR FRAME RM F 204: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON INTERIOR OF WINDOW FRAMES RM F 207: 11. PAINT IS CHIPPING ON DOOR FRAME RM F 209: 11. PAINT IS CHIPPING ON INTERIOR OF WINDOW FRAMES
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM K 104: 15. WEATHER STRIPPING IS BENT ON DOOR
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	67	N/A	61	N/A	50	N/A
Mathematics (grades 3-8 and 11)	47	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	45	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

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Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center Advisor and Counselor to discuss their four-year academic plan and are introduced to technical and career education programs; the Career Center Advisor and Counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. The following programs are offered that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

### CTE/Regional Occupational Programs

- Workability
- Career Pathways
- California Colleges
- Individual student assessment of work readiness skills takes place through:
  - Completion of course-required projects
  - On-the-job observation
  - Classroom observation
  - Self-Assessment Program

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. California Colleges is an online, interactive career resource that provides students with interest inventories, 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. Centennial High School students create individual Learning Plans and complete online portfolios demonstrating college and career readiness. During the 2019-20 school year, the following CTE elective course:

### CTE Pathways:

- Visual/Commercial Art Multimedia Production
- Residential and Commercial Construction
- Business Management
- Patient care
- Food Services and Hospitality
- Networking
- Games and Simulation
- Systems Programming
- Graphic Production Technologies

Our high schools receive funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables our 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. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center Advisor and Counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2246
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.9

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.76
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	67.62

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, the school website, social media and the "Friday Fin-ale". Contact Ann Melconian at (951) 739-5600 for more information on how to become involved in your child's learning environment. In the virtual world this year, we had to use platforms to connect with parents since it was not possible to meet in-person. We hosted "Town Hall" meetings virtually using Facebook Live and Youtube Live. We were able to serve a large majority of our parent community in this manner.

### Opportunities to Volunteer

- Chaperone Field Trips
- Fundraising Activities
- Library Assistant
- WASC Committee
- Friends of Santiago
- Great American Shakeout

### Committees

- 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

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.6	0.8	0.2	3.2	3.2	3	9.1	9.6	9
Graduation Rate	98	98.5	98	93.2	93.8	93.4	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	3.5	2.9	3.2	3.5	3.5
Expulsions	0.4	0.3	0.2	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.8	2.4	2.5
Expulsions	0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 in December 2020.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	32	20	17	82	31	25	22	75	28	33	39	64
Mathematics	31	18	31	66	30	21	33	65	31	24	21	71
Science	33	9	18	71	31	15	32	53	30	18	27	57
Social Science	29	24	20	63	29	28	20	59	30	22	14	70

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	412.2

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7785.43	1094.52	6690.91	102909.54
District	N/A	N/A	6537.31	\$101,255
Percent Difference - School Site and District	N/A	N/A	5.0	-1.1
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-15.8	18.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

For the 2019-20 school year, Corona-Norco Unified School District spent an average of \$6537.31 of total general funds to educate each student (based on 2019-20 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2019-20 school year, the district received categorical, special education, and support programs funds for:

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

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$63,707	\$50,029
Mid-Range Teacher Salary	\$96,782	\$77,680
Highest Teacher Salary	\$119,103	\$102,143
Average Principal Salary (Elementary)	\$127,784	\$128,526
Average Principal Salary (Middle)	\$132,406	\$133,574
Average Principal Salary (High)	\$139,106	\$147,006
Superintendent Salary	\$399,181	\$284,736
Percent of Budget for Teacher Salaries	41.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

#### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	18	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	10	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	16	N/A
Social Science	25	N/A
All courses	75	34.6

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	515	321	321

Decisions concerning the 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 during Professional Learning Community or (PCT) on late start Wednesdays. Teachers meet in both subject or strands and department level teams to conduct data analysis to identify areas of need. The teaching staff was 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.

During the 2018-2019 school year, Santiago High School's teachers will have the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- Benchmark Planning - IAB implementation
- AP Physics training along with a science taskforce - Three of our science teachers attended several meetings. Some were all day, and others were held after school
- Application of Instructional Shifts in Lesson Design
- Assessment Building - Training was held during department and strand level PLC time on Wednesdays
- Advancement Via Individual Determination Training - The Science teachers, were invited to the San Diego training, and the site team spent two days in Palm Springs at their annual conference.
- Blended Learning - Instructional technology implementation
- Google Classroom training - Everyone was invited the first week of school, and several have continued with district training
- California Alternative Assessment Training
- InnovateEd training with the Systems Team
- World Language Training - The French teacher, went to a training and the Spanish teachers went to a full day Saturday training in Anaheim
- Positive Behavior Intervention and Support (PBIS) -Be a SHARK - The team of 8-9 school employees spent 4-5 days in training with Student Services personnel
- Literacy training - 2 Language Arts teachers attended a UCI training and brought back strategies to their department
- Digital Citizenship - The entire staff participated in a digital citizenship training with the students during the second session of Office Hours
- Math Textbook Adoption - We had seven teachers who participated in 5 days of research and training to adopt a new textbook
- Integrated Math 1, 2 & Math 3 pullout days for general planning - These were arranged and granted as the math strands asked for them throughout the year.
- Next Generation Science Standards (NGSS) - Trainings were held, and all science teachers were allowed to attend as they saw fit within the flow of their instructional time

- SBAC preparation for all Math and ELA teachers to prepare for the IAB integration. Math teachers were paid to attend Saturday sessions, and LA teachers had pullout days to incorporate the assessments and learn how to grade them as well as integrate the results into their instruction.
- SchoolMessenger - Trainings were held during Smooth Sailing
- Equity and Access conferences

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. All staff are encouraged to attend professional workshops and conferences. The classified support staff receives job-related training from department supervisors and district representatives in the annual Smooth Sailing training sessions.

During the 2019 - 2020 and the 2020-2021 school year, there has been a shift in the way Professional Learning has been offered and the focus. This change was in response to the needs of the stakeholders across the district.

1. Total number of districtwide sessions – CNUSD switched from days to sessions. CNUSD had 321 professional learning titles with 839 sessions lasting from 1 hour to 6 hours depending on the training and the setting. This year in April, in response to the pandemic, the trainings all moved to online model. CNUSD logged 19,312 staff members attending sessions throughout the 19-20 school year. This includes both certificated and classified
2. Districtwide staff development topics – The focus for professional learning were: first best instruction, family & school partnerships, positive school environment, and systems leadership & collaboration.

Additional topics include –

- Technology tools: Zoom, Google (Chrome, Classroom, Docs, Forms, Slides, Hyperslides), Q student data system, Microsoft, Canvas, SchoolMessenger
  - Assessment tools and programs: Illuminate, i-Ready
  - Content area instruction in all areas ELA, Math (new adoption for HS math), Science, History, Health
  - Social emotion learning – building relationships, MTSS, PBIS, restorative practices, morning meetings, SEL capacities
  - English learners – EL contact training, iLit (ELD training), Ellevation program, EL in Action, Bilingual paraprofessionals
  - Special Education – Boy’s Town, CPI training, virtual IEPs, ELA accommodations in the classroom, ABA fundamentals
  - Collaboration sessions – DLI, ELs, grade levels, content areas, SPED, Professional learning communities
  - Classified – Registration, technology tips, custodial equipment, personal wellness, customer service, student attendance, accounts payable
3. Supplementary instruction provided - coaching, instructional support, modeled lessons, collaborative sessions, modeled units of study, instructional support website with resources and aids