

# Santiago High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

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

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
Email Address	mclin@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

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. 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 builds college and career ready SCHOLARS, ACHIEVERS, and CHAMPIONS.

### Mission

The community of Santiago High School cultivates compassionate, innovative, and responsible students by providing opportunities to meet the challenges of the 21st century.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1,022
Grade 10	971
Grade 11	914
Grade 12	813
Total Enrollment	3,720

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.3
Asian	10.2
Filipino	2.5
Hispanic or Latino	38.1
Native Hawaiian or Pacific Islander	0.3
White	41.2
Two or More Races	1.6
Socioeconomically Disadvantaged	28.8
English Learners	5.2
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	0.1

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	152	151	152	2210
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	12	13	15	101

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 3, 2019

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 3, 2019, 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 2019-20 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	2017 Pearson My Perspective English Language Arts, CA Student Edition, 2008 Bedford Fremont and Worth Pub. The Language of Composition: Reading, Writing, Rhetoric Student 2007, 1997 Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama, 1999, Journalism Today, 5th ED 1998 NTC Contemporary, 2018 iLit CA Inspire Literacy Pearson 2017, 2008 Hampton Brown Edge Fundamentals, 2008 Hampton Brown Edge Level A	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	2008 Integrated Math I,II & III envision Integrated Mathematics I, II & III Common Core 2019 Pearson Student Edition + Digital Courseware, 2012 Financial Algebra (11-12) Cengage Learning 2018,Financial Algebra: Advanced Algebra with Financial Applications, 2nd Student Edition + MindTap, 2008 Trigonometry 1-A-1-B (11-12) Prentice Hall 8th Edition Lial Trigonometry Student Edition, 2008 Pre-Calculus 1A-1B (10-12) Cengage 2020 Precalculus with Limits:A Graphing Approach, 8th Student Edition + Webassign, 2008 Pre-Calculus 1A-1B Honors (10-12) Cengage 2020 Precalculus with Limits: A Graphing Approach, 8th Student Edition + WebAssign, 2008 Calculus 1A-1B (10-12) Cengage 2017 Calculus for AP Student Edition + WebAssign+online Fast track to a (6-year access) Larson/battaglia 1st Edition, 2008 Calculus AP )11-12) Cengage 2017 Calculus for AP Student Edition + WebAssign + Online Fast Tack to 5 (6-year access)Larson/Battaglia 1st Edition, 2008 Statistics (10-12) Bedford,Freeman & Work 3rd Edition MPS 2017 Statistics and Probability with Applications Student Edition, 2008 Statistics 1A-1B AP (11-12) Bedford, Freeman & Worth 6th Edition MPS 2020 The Practice of Statistics Student Edition, 2012 Statistical Reasoning in Sports (11-12) VHPS- Bedford Fremont Worth Publishing Statistical Reasoning in Sports 2011 Tabor and Franklin, Freeman Publishing, 2016 Finite Math 1S-1B (11-12) Cengage 2016 Finite Mathematics for the Managerial, Life and Social Sciences 11th, Brooks, Cole 2014 Student Edition, 1998 computer Science Advanced Placement /AB (11-12) Fundamentals of Java (TM): AP* Computer ScienceEssentials 4th Edition,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	2007 Natural Science 1A-1B (9-12) Holt Cali Edition 2007, 2007 Biology 1A-1B (9-12) Prentice Hall Cali Edition, 2007 Biology 1A-1B (9-12) Holt Cali Edition Modern Biology Student Edition w/ Interactive Online w/ Live Ink, 2014 Biology 2A-2B AP (11-12) Prentice Hall 2014 Edition, Campbell: Biology in Focus AP Edition & Test Workbook, 2007 Chemistry (10-12) Holt Cali Edition Chemistry Student Edition w/Interactive Online w/Live Ink, 2007 Chemistry HR 1A-1B (10-12) Holt Cali Edition 2006 Modern Chemtry Student Edition w/Live Ink Online Reading Help, 2015 Chemistry 2A-2B AP (11-12) Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus, The central Science 13th Ed. Student Edition with TestPrep Workbook, 2007 Physics 1A-1B (10-12) Glencoe Cali 2008 Principals and Problems Student Edition, 2015 Physics 1A-1B & 2B AP (11-12) Prentice Hall 2015 College Physics: a strategic Approach 3e w/MP etxt Knight Coll Student Edition, 2007 Physics AP C (11-12) HOLT Thomson Learning Physics for Scientists/Engineers 7th Ed. Student Edition, 2007 Oceanography 1A-1B (10-12) Prentice Hall 2005 Essentials of Oceanography Student Edition, 2007 Astronomy (10-12) HOLT Thomson Learning Foundation of Astronomy 9th Ed. Student Edition, 2007 Anatomy & Physiology (10-12) Prentice Hall 2006 Fundamental of Anatomy & Physiology Martini Student Ed. 2011 Environmental Science (11-12), Pearson 2011 Environmental Science: Your World, Your Turn Student Edition + MyEnvironmental Science.com, 2007 Environmental Science AP HOLT Thomson Learning Living in the Environment: Principles, Connections and Solutions by Miller 15th Edition Student 2006 ,2007 Zoology 1A-1B Glencoe 2006 Integrated Principles of Zoology 13th Edition,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	2006 Geography 1A-1B McDougal Littell California World Geography, 2012 Human Geography AP Pearson 2017 The Cultural Landscape: An Introduction to Human Geopgraphy, 2006 World History 1A-1B McDougal Littell California Modern World History Patterns of Interaction, 2006 World History Honors Glencoe California: Modern Times Student Edition, 2007 World History AP McGraw Hill 2017 Bentley, Traditions & Encounters: A Global Perspective on the Past, 2016 European History AP Cengage Learning Western Civilization: since 1300, 2006 U.S History1A-1B Glencoe California Edition: California the American Vision: Modern Times, 2015 U.S. History AP 1A-1B MPS Bedford/St.Martin 2014 American's History for the AP Course 8th Edition + Strive for a 5 for American's History, 2006 U.S Government Prentice Hall Magruder's American Government, 2006 U.S. Government AP Bedford, Freeman, Worth 2019 American Government:Stories of a Nation, 2006 Economics Prentice Hall CA Economics: Principals in Action, 2015 AP Macroeconomics McGraw Hill McConnell AP Economics, 2006 Psychology 1A-1B VHPS 2003 Edition Thinking about Psychology, 2006 Psychology AP 1A-1B VHPS 2007 Edition Psychology/Myers,	Yes	0

<p><b>Foreign Language</b></p>	<p>2005 Introduction to Spanish Holt Cali Edition 2003 Ven Conmigo! Level 1 Student Edition, 2003 Spanish 1A-1B (9-12) HOLT Cali Edition 2003 Ven Conmigo Level 1 Student Edition, 2003 Spanish 2A-2B (9-12) HOLT Cali Edition 2003 Ven Conmigo! Level 2 Student Edition, 2003 Spanish 3A-3B (10-12) HOLT Cali Edition 2003 Ven Conmigo Level 3 Student Edition, 2013 Spanish 4A-4B AP (11-12) Pearson 2014 Abriendo Paso Temas Y Lecturas 2014 Student Edition, 2013 Spanish 4 AP Literature Houghton Mifflin Harcourt Bowen-Abriendo puertas: Ampliando persepectivas , 2002 Spanish for Native Speakers 1A-1B (9-12) Prentice Hall 2001 Sendas Literarias 1 Student Edition, 2002 Spanish for Native Speakers 2A-2B (9-12) Prentice Hall 2001 Sendas 2 Literarias Student Edition, 2002 French 1A-1B (9-12) EMC Paradigm 2002 C'est a Toi! Level 1 student edition, 2002 French 2A-2B (10-12) EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, 2001 French3A-3B (11-12) French Honors/Pre-AP(9-12) EMC Paradigm 2002 C'est A Toi! Level 3 Student Edition, 2002 German 1A-1B (9-12) HOLT 2003 Komm Mit! Level 1 Student Edition, 2002 German 2A-2B (9-12) HOLT 2003 Komm Mit! Level 2 Student Edition, 2002 German 3A-3B (9-12) HOLT 2003 Komm Mit Level 3 Student Edition-Holt, 2002 German 4A-4B AP (11-12) HOLT 2002 Kaleidoskop 6th Edition Student Edition, 2010 Chinese 1A-1B(9-12) Cheng &amp; TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 1 Student Edition simplified Character, 2010 Chinese 2A-2B (9-12) Cheng &amp; TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 2 Student Edition, 2011 Chinese 3A-3B (9-12) Cheng &amp; Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 1 Student Edition Simplified &amp; Traditional 2012 Chinese 4A4B (11-12) Cheng &amp; Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 2 simplified &amp; Traditional Student Edition, 2012 Chinese for Native Speakers 1A-1B (9-12) Cheng &amp; Tsui 2008 Beyond the Basics Student Edition, 2012 Chinese for Native Speakers 2A-2B (10-12) Cheng &amp; TSUI 2008 Integrated Chinese Level 2 part 1 Student Edition Simplified &amp; Trandtional,</p>	<p>Yes</p>	<p>0</p>
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	2006 Physical Education Glencoe 2005, Foundation of Personal Fitness, 2008 Health (9-12) Holt 2009, Lifetime Health	Yes	0
<b>Visual and Performing Arts</b>	2007 Digital Photography: Focus on photography Davis Pub, Instruction to digital Photography Prentice Hall, 2001 Photography A short course in Photography Prentice Hall, 2002 Photography 2A-2B Photography London Pearson Ed., 1998 Calligraphy Lettering, Watson-Guptill, 1998 History of Art A.P. AP Art History MyArtsLab, Prentice Hall 2014, 2015 History of Video Games the Ultimate History of video games Three Rivers Press 2010, 1990 TV Production, Glencoe-McGraw-Hill Co 89, 1997 Introduction to media Production Understanding Non-Media, Jawitz, Nat'l Textbook 96', 1997 Video Production 1A-1B Video Basics, Zettle, Wadsworth Publishing, Int. Thompson 95, 1998 Multimedia/Web Page Design Multimedia, Making it work Vaughan, McGraw 1996, 1999 Theatre Technology, Theatre Arts, Theatre Prod. The stage and the school, Glencoe/McGraw Hill, 2000 Studio Arts 1A-1B AP, 2005 Visual Arts Arttalk Student Edition 05 Glencoe, 2005 Visual Arts 2a-2B The Visual Experience Student Davis, 2003 Contemporary Media 1A1B Apple computer 1-apps: i-movie Adobe Photoshop, 2012 Contemporary Media 2A-2B Scholastic Art, 2005 Drawing and Painting 1A-1B Discovering Drawing Student Edition, Davis, 2005 Ceramics 1A-1B Experience Clay Student Edition Davis, 2013 Dance performance 3 Dance Composition Basics, 2002 Music Theory 1a-1B Music & Theory Practice, 2002 Music Theory 2A-2B AP Music & Theory Practice, 1990 Music Through the Ages, A living Language W.W. Norton & CO, 2010 Graphic Design 1A-1B Design Basics Index Krause J How, 2015 Fashion 1 & 2 Goodheart-Willcox co., 1999 Choir-Beginning, essential Repertoire for Developing Choir Hal Leonard Publisher 1995, Treble Choir Two treble Hal Leonard Publisher 1995, Treble Choir-Advanced Essential Repertoire for the Concert Choir , Three Treble, Hal Leonard Publisher 1995,		

## School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

**Year and month of the most recent FIT report:** 4/6/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

<p><b>Interior:</b> Interior Surfaces</p>	<p>Fair</p>	<p>BOOK STORAGE: 4. WATER STAIN CEILING TILES  BOYS RR: 4. RUBBER MOLDING IS LOOSE ON STAIRS  COUNCELING OFC: 4. WATER STAIN CEILING TILES  DANCE: 4. WOOD FLOORING IS LOOSE WITH HOLES  E BLDG/ BOYS RR: 4. WATER STAIN CEILING TILES IN HALLWAY/ RUBBER MOLDING IS LOOSE ON STAIRS  RM B 201: 4. WALLPAPER IS TORN IN HALLWAY  RM C 108: 4. CEILING TILE HAS HOLE/ RUBBER MOLDING IS LOOSE ON STAIRS 11. PAINT IS CHIPPING IN HALLWAY  RM C 116: 4. WATER STAIN CEILING TILES  RM D 101: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING  RM D 106: 4. WATER STAIN CEILING TILES  RM D 116: 4. CEILING TILE HAS HOLE  RM E 101: 4. WATER STAIN CEILING TILES  RM E 202: 4. WATER STAIN CEILING TILES  RM E 214: 4. WATER STAIN CEILING TILES  RM F 116: 4. FLOOR TILES ARE BUBBLING AT ENTRY IN HALLWAY  RM F 204: 4. CEILING TILE HAS HOLE  RM F 206: 4. CARPET HAS WAVES/ TRIP HAZARD  RM F 207: 4. CARPET HAS WAVES/ TRIP HAZARD  RM F 213: 4. CARPET HAS WAVES/ TRIP HAZARD  RM F 214: 4. WATER STAIN CEILING TILES  RM F 220/ OFC: 4. FLOOR TILES ARE SEPERATING AT SEAMS  RM H 104: 4. WATER STAIN CEILING TILES  RM H 105: 4. WATER STAIN CEILING TILES  RM I 102: 4. WATER STAIN CEILING TILES  RM I 103: 4. WATER STAIN CEILING TILES/ CORDS RUNNING ACROSS FLOOR/ TRIP HAZARD  RM J 101: 4. FLOOR TILES ARE CRACKED AND BUBBLING  RM J 103: 4. FLOOR TILES ARE CRACKED/ WATER STAIN CEILING TILES 7. FLOOR OUTLET COVER IS MISSING UNDER TEACHERS DESK  RM K 101: 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. WATER STAIN CEILING TILES</p>
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System Inspected	Rating	Repair Needed and Action Taken or Planned
		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 104: 4. WATER STAIN CEILING TILES RM L 105: 4. WATER STAIN CEILING TILES RM L 106: 4. WATER STAIN CEILING TILES RM L 107: 4. WATER STAIN CEILING TILES RM P 206: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM J 102: 7. LIGHT DIFFUSER IS MISSING RM J 103: 4. FLOOR TILES ARE CRACKED/ WATER STAIN CEILING TILES 7. FLOOR OUTLET COVER IS MISSING UNDER TEACHERS DESK
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM C 108: 4. CEILING TILE HAS HOLE/ RUBBER MOLDING IS LOOSE ON STAIRS 11. PAINT IS CHIPPING IN HALLWAY
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MENS TEAM RM: 15. WEATHER STRIPPING IS LOOSE AT BASE OF DOOR AT ENTRY
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	67	67	61	61	50	50
Mathematics (grades 3-8 and 11)	44	47	46	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	877	866	98.75	1.25	66.63
Male	436	428	98.17	1.83	60.05
Female	441	438	99.32	0.68	73.06
Black or African American	31	29	93.55	6.45	51.72
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	82.61
Filipino	21	21	100.00	0.00	76.19
Hispanic or Latino	342	338	98.83	1.17	55.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	365	361	98.90	1.10	73.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	269	266	98.88	1.12	50.38
English Learners	64	61	95.31	4.69	14.75
Students with Disabilities	66	66	100.00	0.00	13.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	876	871	99.43	0.57	47.07
Male	435	431	99.08	0.92	45.01
Female	441	440	99.77	0.23	49.09
Black or African American	31	29	93.55	6.45	20.69
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	70.65
Filipino	21	21	100.00	0.00	61.90
Hispanic or Latino	342	341	99.71	0.29	37.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	364	363	99.73	0.27	51.79
Two or More Races	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	269	268	99.63	0.37	30.22
English Learners	64	64	100.00	0.00	9.38
Students with Disabilities	66	66	100.00	0.00	6.06
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

#### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2363
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.3

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.23
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70.1

### 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 2018-19)

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
9	12.1	25.4	53.0

Note: 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.

## 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 2019-20)

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.

#### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	0.3	0.6	0.8	2.6	3.2	3.2	9.7	9.1	9.6
<b>Graduation Rate</b>	99.3	98	98.5	94.9	93.2	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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

Rate	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
<b>Suspensions</b>	2.4	3.0	3.5	2.9	2.9	3.2	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.4	0.3	0.1	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 September 2017.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	32	19	20	77	32	20	17	82	31	25	22	75
Mathematics	26	9	9	9	31	18	31	66	30	21	33	65
Science	30	19	34	56	33	9	18	71	31	15	32	53
Social Science	31	17	22	60	29	24	20	63	29	28	20	59

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	413.3

\*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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6616.309813	0.958554276	6615.351258	100,108.61
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	5.0	2.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-12.6	19.4

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

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

## Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 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 2015-16 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	26	N/A
All courses	55	31.8

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

During the 2016-2017 school year, the school implemented intervention within the school day which was a culmination of the training our school had done in the area of Professional Learning Communities (Office Hours). We continued the focus in this area as the entire math department attended professional development in San Diego from Solution Tree on Common Formative Assessment development. We are using the CFA training to write stand developed CFA's, and then analyze the data to better intervene in the areas that need attention during Office Hours.

We also participated in these professional trainings:

- School Wide Instructional Focus from InnovateEd - attended by our Instructional Focus Team
- Professional Learning Communities (PLC) - This is ongoing until the entire staff is trained.
- Assorted training opportunities requested by departments and individuals throughout the year
- Educational Technology Training - Canvas training

All training and curriculum development activities at Santiago High School revolve around the California State Standards. During the

2017-2018 school year, Santiago High School held staff development training devoted to:

- Instructional Strategies
- Training to incorporate Interim Assessment Blocks as Common Formative Assessments to inform instruction
- Professional Learning Communities (PLC)
- PBIS "Be a SHARK" training
- Educational Technology Training

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.