Santiago Charter Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Santiago Charter Middle School
Street	515 N. Rancho Santiago Blvd.
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6366
Principal	Dr. Jim D' Agostino
E-mail Address	jdagostino@orangeusd.org
Web Site	http://www.orangeusd.k12.ca.us/santiago/
CDS Code	30-66621-6085328

District Contact Information	
District Name	Santiago Charter Middle School
Phone Number	(714) 628-4000
Superintendent	Michael Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Santiago Middle School was built in 1973 on 22.5 acres in the El Modena area in the city of Orange. We are located on Rancho Santiago Blvd. between Bond and Chapman Avenues. In 1995, Santiago Middle School opened as Orange County's first charter school, and charter number sixty-sixth in the state of California. In June 2005, the school marked our tenth anniversary as a charter school, and entered its second decade by becoming an independent charter. Being a charter school allows Santiago to receive its funding directly from the state government, resulting in site-based management of every aspect of the operations of the school. While Orange Unified School District maintains oversight responsibilities, Santiago is solely in charge of providing a quality educational experience for its middle school students. As a charter school, Santiago serves approximately 45 square miles of eastern Orange County. Santiago currently operates on a traditional August to June calendar with a staggered start for seventh graders who start one day early. Approximately 980 students were enrolled in grades seven and eight in the 2014/2015 school year.

In addition to our standards-based curriculum which is offered to all students, the school also offers the following programs:
• Gate/Honors
• English Language Learner Classes
• Special Education Classes
• Electives (details below)

The Staff at Santiago shares a vision of a student-centered program dedicated to the educational well-being of each of its unique middle school students. At Santiago Middle School our mission is to assist our students to attain an educational advantage by delivering a quality and disciplined public school education of unmatched value. The hallmark of Santiago's mission statement is the belief that adolescents deserve a quality curriculum designed specifically for them; that middle school is a time for exploration and discovery of interests through elective classes and clubs. Santiago staff continues to work in providing various experiences for students to develop interests and social skills that will help them be successful learners as they progress through life. The elective classes and clubs (cooking, book, new generation, NJHS, gaming and debate) are invaluable to the curriculum at Santiago. As a result, each student at Santiago has the option of choosing two per year of the following electives: Art, Vocal Music, Drama, Exploratory Music, Dance, Speech, French, Spanish, Mandarin Chinese, Industrial Arts, Home Economics, Band, Orchestra, Exploratory Computers, Advanced Technology, Read 180, Musical Theater, Dance, Film and Science Olympiad. All of the elective teachers have received training in the areas of reading and writing, and they incorporate these lessons into their programs in support of Santiago's standards-based curriculum.

Understanding that it takes a village to raise children, Santiago has developed a strong partnership with its parents that provide help with dances; assisting teachers in the classroom; and helping with registration. In addition to two principals and an assistant principal, Santiago has a number of support personnel to ensure student success. We employ a full-time counselor, a full-time psychologist, a part-time nurse, and a part-time speech therapist to help provide leadership and support for students, teachers, parents and community. Our support staff reflects Santiago's desire to help its students strive to not only succeed academically, but socially as well. Santiago's goal is that when students enter high school, they will not only take with them tools for a successful academic career, but will also carry within them the life-skills of respect, responsibility, and the importance of a strong work ethic. Because we value our partnership with the community and parents, we welcome comments and questions.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	566
Grade 8	465
Total Enrollment	1,031

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	2
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.3
White	20.6
Two or More Races	0.8
Socioeconomically Disadvantaged	62.6
English Learners	20.4
Students with Disabilities	12.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	42	42	44	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2002 (Grades 7/8), Houghton/Mifflin Spelling and Vocab (Grades 7/8) and selections from the most recent list of standardssbased materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Holt California Mathematics Pre Algebra Grade 7; California Mathematics Common Core (Connect Ed) McGraw Hill Grade 8, the Connect Ed signifies an online curriculum students are able to access from home; Algebra I: Glencoe. The materials listed above are from a list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Holt Science Program adopted in 2007, Grade 7 - 8 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Glencoe Discovering Our Past Social Studies Program (Grade 7) and Prentice Hall America: History of Our Nation (Grade 8) adopted in 2006. Selections from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Glencoe Bon Voyage! Level 1 adopted 2007; Holt Komm Mit! Level 1 adopted 2007; Prentice Hall Realidades, Level 1 adopted 2006; Glencoe Basic Japanese, Level 1 adopted 2001. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Santiago has its own facilities manager whose job it is to oversee the condition and cleanliness of the school grounds, buildings and restrooms. Parents help on a monthly basis with the upkeep of the site such as painting, gardening and general clean-up. The maintenance of the pristine athletic fields is shared by the school, community athletic clubs and community partners. The facilities manager executes a monthly safety checklist to make sure that any concern that arise are dealt with immediately. He works to stay in compliance with all safety and hazard codes. An annual survey of parents and students is administered as a check and balance of the school's facility needs.

The information in the following table is taken from the August 2, 2016 and August 3, 2016, school site inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/02/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpet splitting at seam in library and band room. Broken tiles on ceiling in various areas. Ceiling tiles broken in various areas. Peeling paint on doors. Holes in wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Exhaust fans inoperable.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Toilet paper dispensers not functional. Damaged, missing tiles. Faucet lose in library.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Hole-Kicked on backside of custodial trailer, termite and dry rot around corners of portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Concrete benches cracked and broken throughout campus. Small bleachers near tennis courts rotting.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/02/2016				
	Exemplary	Good	Fair	Poor
Overall Rating			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	43	50	53	44	48
Mathematics	34	27	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	584	569	97.4	38.2
	8	463	453	97.8	49.0
Male	7	290	279	96.2	36.6
	8	249	242	97.2	39.7
Female	7	294	290	98.6	39.8
	8	214	211	98.6	59.7
Black or African American	7	12	12	100.0	50.0
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	33	29	87.9	79.3
	8	26	26	100.0	80.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	--	--	--	--
	8	13	12	92.3	50.0
Hispanic or Latino	7	385	381	99.0	28.4
	8	313	307	98.1	40.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	130	124	95.4	55.6
	8	89	87	97.8	69.0
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	359	358	99.7	28.0
	8	285	281	98.6	38.4
English Learners	7	124	120	96.8	4.2
	8	77	72	93.5	6.9
Students with Disabilities	7	80	78	97.5	5.1
	8	52	52	100.0	15.4
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	584	568	97.3	25.6
	8	463	456	98.5	27.9
Male	7	290	280	96.5	28.0
	8	249	244	98.0	24.2
Female	7	294	288	98.0	23.3
	8	214	212	99.1	32.1
Black or African American	7	12	12	100.0	25.0
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	33	31	93.9	58.1
	8	26	26	100.0	69.2
Filipino	7	--	--	--	--
	8	13	12	92.3	16.7
Hispanic or Latino	7	385	380	98.7	16.1
	8	313	309	98.7	19.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	130	122	93.8	43.0
	8	89	87	97.8	49.4
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	359	356	99.2	18.0
	8	285	282	99.0	18.4
English Learners	7	124	122	98.4	1.6
	8	77	75	97.4	1.3
Students with Disabilities	7	80	78	97.5	5.1
	8	52	52	100.0	3.9
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	71	69	70	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	462	454	98.3	69.6
Male	248	243	98.0	69.1
Female	214	211	98.6	70.1
Asian	26	26	100.0	100.0
Filipino	13	12	92.3	83.3
Hispanic or Latino	312	308	98.7	62.0
White	89	86	96.6	84.9
Socioeconomically Disadvantaged	284	281	98.9	61.9
English Learners	76	75	98.7	24.0
Students with Disabilities	52	51	98.1	37.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.5	23.6	29.1

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.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Before entering Santiago, the parents and students attend registration conferences to sign the Santiago Character Contract which explains the responsibilities that come with being a part of the school. One important responsibility is the culture that we have established with parents being highly involved with volunteer opportunities. The following voluntary opportunities include the following but not limited to: working in the cafeteria, supplying labor for construction projects, doing maintenance tasks, chaperoning field trips and dances, washing clothes for P.E., providing refreshments, planning and implementing the 8th grade promotion party, attending Interdisciplinary Unit Culminating Events and parent education evening activities. The middle school student is at times hesitant to have their parent involved.

Santiago Middle School has a very active parent group. The PTSA supports the school by providing positive rewards for students via the STRIVE program and other purchases requested by the school; they are also involved with Reflections and promotional activities . The PTSA has supported drug education and prevention through their efforts during Red Ribbon Week program. Santiago continues to offer a Parent Center located in a room off the library. School beautification has been an ongoing priority as well as community service. The parent newsletter (translated into Spanish every week), School Messenger, as well as email and voice mail systems enhance communication between the home and the school. E-mail is available for all staff and the addresses are made available to all parents as an added tool for communication. Our families are also kept up to date on the parent portal where they can track their student's progress.

Parent classes are offered in Spanish. We have an active ELAC group who sends a representative to the district meetings to bring back news to our group. Our EL staff and the Special Ed staff provide an additional communication opportunity. These two departments host an additional, specialized Back to School Night for their families in order to provide focused information and question and answer sessions. Santiago provides ongoing support for the academically at-risk students through "Skills" classes, before school Math and English as well as a formal after school intervention program. Additionally, the Honors Program teachers present an information evening to familiarize incoming families with programs offered at Santiago.

Parents at Santiago work on planning committees, negotiating committees, attend school board meetings, sit on interview panels, sit on our Charter Board, and continue to provide moral support for staff and students as the school grows as an independent charter. Parents are actively involved on the campus on a daily basis.

Throughout all its activities, Santiago attempts to make all families of all backgrounds feel welcome to its campus. All school programs like Fine arts Night, Open House, Concerts and Student Led Conferences become family functions. It is Santiago's diverse families and their involvement that help make the school unique. They are also one of our strengths.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	13.0	8.8	9.5	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The Santiago staff understands that it can have a superlative curriculum and staff, but if a student's basic need-to be surrounded in a safe and healthy environment- is not met, then learning will not take place. Because a safe setting is important at Santiago, it has a number of nonacademic support programs. Miss Patel is a school counselor who, in effort to help the students develop socially, emotionally and academically, meets with students who need personalized counseling, both academically and personal/socially. She provides school wide guidance lessons on academics, personal/social and career topics throughout the year. Miss Patel holds counseling sessions with students year-round and also coordinates the school wide "Say No to Drugs" Red Ribbon week in October. Also, Miss Patel coordinates the anti-bullying assembly for the school; she develops and presents lessons for students through teacher Prime-time classes and oversees the Bully Box where students can leave anonymous notes to report or ask for help when dealing with conflict. Miss Patel also makes referrals to affordable and free outside agencies as well as social service agencies as needed. Additionally, Miss Patel assists whose grades indicate that they are need of special assistance, providing interventions such as after school tutoring, so that they can begin to succeed now in order to avoid possible drop out problems. If the student has special needs, Miss Patel works with special education teachers and the bilingual resource teacher in designing a program. Mr. Rodriguez, our assistant principal, is also a counselor with PPS certification who provides Parenting Classes for our Spanish speaking families. Our counselor and Assistant Principal meet with student to discuss personal goals as well as work with families in English and Spanish on how they can best help their children during adolescence.

Successful students are healthy students. Recognizing this fact, Santiago had incorporated into its charter document that every teacher is CPR trained, and every student's health record is verified. Also, the health office is staffed by a full-time health services clerk and a school nurse who is shared with other schools. Scoliosis screening is provided to all 7th grade girls and 8th grade boys. Vision and hearing screening is provided for all 8th graders. Other support services are also provided, including a school psychologist, a speech and language specialist, and a free and reduced lunch program

The Santiago staff and parents worked to review and modify our Comprehensive School Safety Plan that includes a harassment policy, violence prevention policy and a risk management plan. The following areas are included in the plan: a copy of the current Safe School Plan with a development of policies and procedures to improve the plan - assessments of current school safety practices, a review of student discipline policies and practices (Positive Best Behavior), a plan for providing professional development activities in the area of school safety training for parents and students that includes counseling and guidance services, the utilization of collaborative relationships and review of existing district policies The purpose of the plan is to provide educators, parents and students guidelines and strategies that will protect the students as they learn to protect themselves. Santiago follows a schedule of monthly planned drills along with 2-3 surprise practices.

Staff participated in online training provided by ASCIP. There are modules available for certificated, classified, and leadership staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	15	10	21	25	15	16	13	25	15	16	13
Mathematics	31	4	6	23	28	9	18	8	28	9	18	8
Science	29	7	8	19	28	8	14	14	28	8	14	14
Social Science	31	4	10	18	30	4	11	17	30	4	11	17

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6531	$242	6531	67613
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	62.5	1.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	9.9	5.1

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

Types of Services Funded (Fiscal Year 2015-16)

Charter schools receive categorical funding in two ways: 1) through applying for and complying with specific program provisions, and 2) through an "in-lieu" categorical block grant.

Santiago received Title III, LEP funding(restricted funds). Santiago received an amount per eligible pupil in lieu of funding for Economic Impact Aid through its unrestricted categorical block grant. These funds are co-mingled with other unrestricted funds and are used to support a resource period for our Limited English Proficient chairperson, supplies for our LEP students and after school tutoring program for students. In addition, our funds are spent with the direction of our LCAP and LCFF.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Santiago's teachers and professional staff are trained in a variety of ways. The new teachers receive instruction and guidance from the state's CTIP program; additionally, Santiago pairs up new teachers with other teachers on campus to assist with any programs, curriculum and policies we have on campus. This year, the staff made use of Wednesday late start times, minimum days and two non-student days to provide professional development training in the area of PBL's (Project Based Learning), Common Core literacy standards, Thinking Maps and review of GLAD strategies. In addition to our school-wide focus of writing across the curriculum, departments formed their writing with specific rubrics designed for different types of writing. The writing samples are collected and placed in the student writing folders and their DSLC (Digital Student Lead Conference) portfolio.

In addition to these trainings, reading and special education teachers implemented a new reading program, READ 180 that is designed to help students raise their reading comprehension skills to their appropriate grade level. Math department attended a conference in Palm Springs, Ca. The History department presented in 2015 and 2016 at the Annual Middle Schools Conference in San Diego with their DBQ lessons.