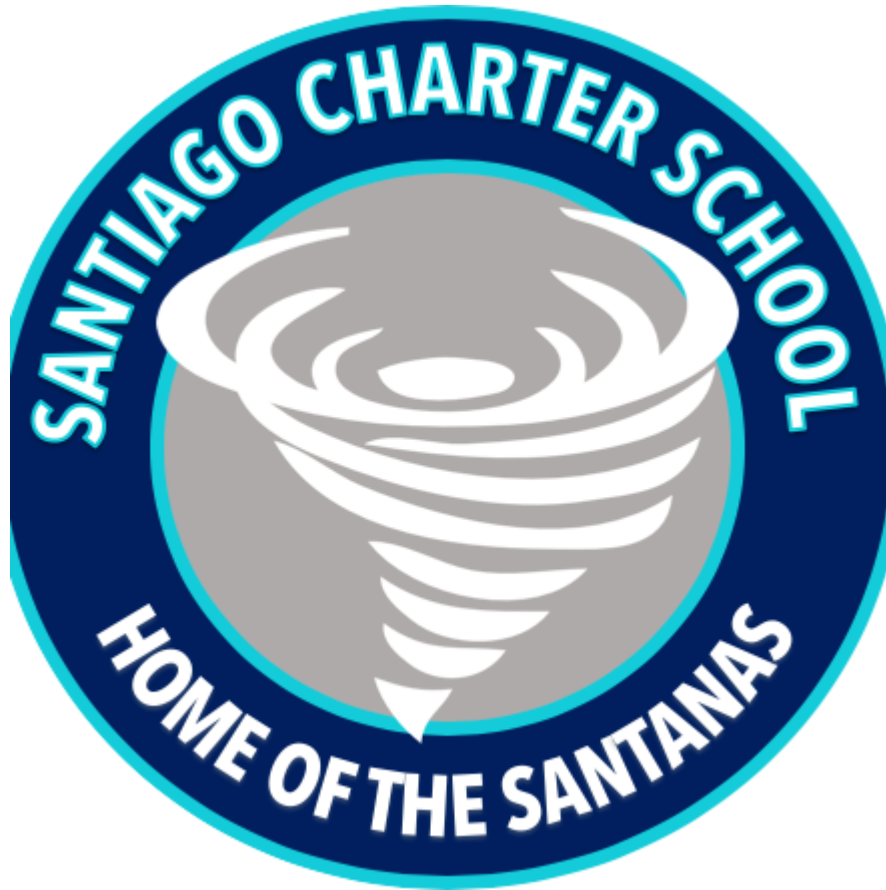


Santiago Charter Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Santiago Charter Middle School
Street	515 N. Rancho Santiago Blvd.
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6366
Principal	Ashley Pedroza
Email Address	apedroza@orangeusd.org
School Website	www.santiagocharterms.org
County-District-School (CDS) Code	30-66621-6085328

2022-23 District Contact Information

District Name	Santiago Charter School
Phone Number	(714) 997-6366
Superintendent	Dr. Jim D'Agostino
Email Address	jdagostino@orangeusd.org
District Website Address	www.santiagocharterms.org

2022-23 School Overview

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 2020, the school marked its 25th year as a charter school, and just 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

2022-23 School Overview

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 1160 students were enrolled in grades seven and eight in the 2021/2022 school year and attendance has remained consistent for this 2022/2023 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 include: Art, Band, Guitar, Orchestra, American Sign Language, Spanish, French, E-Sports, Culinary Arts, Wood Shop, Philosophy, Spartan, Marine Science, Musical Theater, Digital Arts, and many other clubs to support individual student interests. 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 and the community. Although volunteer opportunities have been recently limited due to the pandemic, we do find community support in every way possible to create a supportive and comprehensive middle school experience for our students and their families. In addition to two principals and two assistant principals, Santiago has a number of support personnel to ensure student success. We employ two full-time counselors, 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	549
Grade 8	612
Total Enrollment	1,161

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.2
Male	57.8
Non-Binary	0
American Indian or Alaska Native	0.1
Asian	3.7
Black or African American	1.8
Filipino	0.9
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	1.0
Two or More Races	3.4
White	18.2
English Learners	12.3
Foster Youth	0.4
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	49.7
Students with Disabilities	14.6

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.60	86.65	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.30	10.82	28.50	2.65	12115.80	4.41
Unknown	1.00	2.50	74.80	6.94	18854.30	6.86
Total Teaching Positions	40.00	100.00	1078.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	4.30	0
Total Out-of-Field Teachers	4.30	0

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

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

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

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

All 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. 9-20-21 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 September 10, 2020.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync Adopted Summer of 2017 (Grades 7 & 8), Houghton/Mifflin Spelling and Vocab (Grades 7/8) and 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%
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	Green Ninja adopted in 2020, 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%
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

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 October 8, 2021 school site inspection.

Year and month of the most recent FIT report

10/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin Office: Stained ceiling tiles in nurses office Room 200: Damaged ceiling tiles and several old staples left on walls. Room 203: Damaged ceiling tiles and walls are in need of painting. Library: Holes in wall need to be patched. Room 104: Damaged walls and ceiling tiles. Room 102: Holes in wall and damaged ceiling tiles. Room 402: Broken and chipped floor tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100 Hallway: Floor dirty at entrance, damaged ceiling tile and walls need painting. 200 Boys RR: Dusty horizontal surfaces. Boys PE: A large amount of trash found on the floor and an electrical outlet is missing. RM 200: Damaged ceiling tiles and several old staples left on walls.
Electrical	X			Boys PE: A large amount of trash found on the floor and an electrical outlet is missing. Cafeteria Boys RR: Cafeteria: Chipped floor tile, lights out and doors damaged. Rm 704: broken light switch cover and holes in the walls. RM 801: missing electrical outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 200 RR: Dusty horizontal surfaces.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1157	1123	97.06	2.94	47.71
Female	486	476	97.94	2.06	50.21
Male	671	647	96.42	3.58	45.87
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	81.40
Black or African American	21	19	90.48	9.52	47.37
Filipino	--	--	--	--	--
Hispanic or Latino	809	787	97.28	2.72	40.23
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	27.27
Two or More Races	51	49	96.08	3.92	63.27
White	211	203	96.21	3.79	64.85
English Learners	111	107	96.40	3.60	2.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	552	542	98.19	1.81	37.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	169	161	95.27	4.73	11.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1156	1121	96.97	3.03	27.67
Female	486	476	97.94	2.06	23.57
Male	670	645	96.27	3.73	30.69
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	67.44
Black or African American	21	19	90.48	9.52	31.58
Filipino	--	--	--	--	--
Hispanic or Latino	808	786	97.28	2.72	20.67
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	27.27
Two or More Races	51	49	96.08	3.92	31.25
White	211	202	95.73	4.27	45.05
English Learners	111	106	95.50	4.50	4.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	552	541	98.01	1.99	19.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	169	159	94.08	5.92	5.66

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	26.94	34.95	32.07	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	597	580	97.15	2.85	26.94
Female	258	253	98.06	1.94	22.62
Male	339	327	96.46	3.54	30.28
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100	0	64.29
Black or African American	13	11	84.62	15.38	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	421	411	97.62	2.38	21.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	27.78
White	104	100	96.15	3.85	42
English Learners	48	47	97.92	2.08	2.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	291	97.32	2.68	21.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	87	95.6	4.4	4.6

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	98%	98%	98%	98%	98%
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

From the first day of Santiago registrations, parents are provided the details of the expectations of a student and family of Santiago. With comprehensive MTSS and PBIS programs, behavior and engagement expectations are established from day one. One important responsibility is the culture that we have established with parents being highly involved with volunteer opportunities, when volunteering on campus is available. 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, a Santiago App for parent/community members phones to receive text updates, as well as email and voicemail 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.

2022-23 Opportunities for Parental Involvement

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1290	1202	398	33.1
Female	517	504	149	29.6
Male	773	698	249	35.7
American Indian or Alaska Native	1	1	0	0.0
Asian	45	43	7	16.3
Black or African American	34	23	15	65.2
Filipino	10	10	1	10.0
Hispanic or Latino	878	840	279	33.2
Native Hawaiian or Pacific Islander	12	12	8	66.7
Two or More Races	49	40	19	47.5
White	248	222	65	29.3
English Learners	158	156	55	35.3
Foster Youth	11	10	7	70.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	631	598	205	34.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	182	176	59	33.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.16	2.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	5.04	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.04	0.00
Female	3.87	0.00
Male	5.82	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.94	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.04	0.00
White	3.63	0.00
English Learners	10.13	0.00
Foster Youth	18.18	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.24	0.00

2022-23 School Safety Plan

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 superb 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 non-academic support programs. Miss Patel and Mrs. Vicencia, Santiago School Counselors, help the students develop socially, emotionally and academically, and meet with students who need personalized counseling, both academically and social-emotionally. 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 and our mental health team work with special education teachers and the bilingual resource teacher in designing a program.

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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	9	16	18
Mathematics	29	6	13	17
Science	29	5	22	10
Social Science	29	5	21	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	6	4	24
Mathematics	35	6	4	23
Science	38	6	4	23
Social Science	34	7	4	23

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	26	37	
Mathematics	24	12	37	2
Science	25	9	41	
Social Science	26	14	29	2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	550

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,207.22	1,483.45	7,723.77	79,393.63
District	N/A	N/A	\$6,616.90	\$89,626
Percent Difference - School Site and District	N/A	N/A	15.4	-12.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	15.8	-7.3

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,515	\$51,081
Mid-Range Teacher Salary	\$79,004	\$77,514
Highest Teacher Salary	\$111,263	\$105,764
Average Principal Salary (Elementary)	\$130,156	\$133,421
Average Principal Salary (Middle)	\$137,808	\$138,594
Average Principal Salary (High)	\$165,215	\$153,392
Superintendent Salary	\$256,476	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 at the recent Annual Middle Schools Conference in San Diego with their DBQ lessons.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6