



SANTANA HIGH SCHOOL

9915 Magnolia, Santee CA 92071 • (619) 956-0200

Gary Schwartzwald, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

Santana High School is located in Santee, California, a city of approximately 54,000 people that is located in the eastern part of San Diego County. We are one of eleven comprehensive high schools in the Grossmont Union School District. The school was opened in 1965. It has 78 classrooms, a library, and two computer labs, along with a variety of other learning facilities that range from an auto shop to a fully quipped culinary arts classroom.

Today we currently have 1152 students and 78 full-time faculty members. We offer a full range of academic courses including (but not limited to) AP/Honors, AVID, and applied arts classes. One of the primary areas that we have focused on this year is our Freshman Geography/AVID program. This particular program was put in place to assist the freshman students with their adjustment to high school and enables the teachers to give more individualized attention to the students, with a primary focus on their academics. In addition to our core academic program, we offer a wide array of elective and ROP courses that are designed to prepare students for possible career opportunities upon completing high school. Video Productions, Culinary Arts, and Web design are just a couple of examples.

Our guidance office has experienced some changes with the addition of a couple of new counselors. We continue to emphasize to our students the importance of taking challenging courses, doing well, and meeting the A-G requirements, so that they have as many post high school options as possible upon graduation.

It is important to all of us here at Santana that our students have a great high school experience and complete a host of courses that provide rigor and direction for their future.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Sherry Bingham at (619) 956-0212.

School Profile

Santana is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on standards

based instruction. During 2005/06, 1557 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

School Profile	
Student Enrollment by Ethnic Group	
2005-06	
	Percentage
African American	1.1
American Indian	1.6
Asian	0.9
Caucasian	67.9
Filipino	1.1
Hispanic	10.6
Pacific Islander	0.3
Multiple or No Response	16.6

Parent Involvement

Santana greatly benefits from its supportive parents who are very involved in their students curricular and extra-curricular activities. The school has a strong base of parent volunteers who fundraise through organizations such as Athletic Boosters, Band Boosters and PTSA. Parents are also welcome to join the above mentioned organizations as well as serve on the School Site Council. The school also benefits from community partnership such as the military.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	524	495	399
10th	456	487	435
11th	419	390	429
12th	388	378	406

Enrollment By Program

During the 2005/06 school year 1685 students were enrolled at Santana High, of which 14% were students with disabilities, 4% were English Learners, and 14% were socioeconomically disadvantaged.

Safe School Plan

Safety of students and staff is a primary concern of Santana. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in November 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted as needed throughout the school year. Lockdown drills are held once a year. Students are supervised before school, after school and during lunch by the principal, assistant principals, campus supervisors and school resource officer. Visitors must check in at the administration office for a visitors pass before entering campus.

Discipline & Climate for Learning

Students at Santana are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Santana discipline program is to keep students in a safe and effective learning environment and to produce productive members of society. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which are sent home at the beginning of the school year. Additionally, an administrator visits each classroom to discuss the rules and regulations in the Parent/Student handbook and behavior code.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: AVID, Academic League, Anime Club, ASB, Band and Colorguard, Best Buddies, Cheer, Chess Club, Christian Club, The Consultant (newspaper), CSF, Dance Team, Drama, Future Teachers, Honor Roll, Key Club, Kids for Wish Club, Library Book Review, Link Crew, Peace Council, Peer Mediation, Spanish Club, Work Experience, Yearbook, Young Diverse Scholars.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Baseball, Boys' Basketball, Boys' Cross Country, Boys' Golf, Boys' Water Polo, Cheer (Freshmen, Junior Varsity and Varsity), Football, Girls' Basketball, Girls' Cross Country, Girls' Golf, Girls' Softball, Girl's Soccer, Girls' Tennis, Gymnastics, Sports Medicine, Track, and Wrestling. Santana recognizes and celebrates the achievements and successes of students on a regular basis. Students are recognized for their achievements by their individual teachers, the Principal through the Star Sultan recognition program, quarterly honor roll assemblies and senior award night.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Santana High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	186	222	249	4,607	4,000	4,230
Suspension Rate	9.860%	13.310%	14.790%	18.840%	18.060%	17.300%
Expulsions	1	3	12	215	160	186
Expulsion Rate	0.050%	0.180%	0.710%	0.880%	0.720%	0.760%

* District numbers are for entire district.

School Facilities

Santana was originally constructed in 1965 and is comprised of 78 classrooms, 1 gym, 0 multipurpose room, 1 cafeteria, 1 library, 3 staff lounges , 3 computer labs (including the library), and 0 playgrounds. There has been no recent remodeling.

Cleaning Process: The Manager of School Facilities works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Teacher Assignment	
Teacher Credential Status	

	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	80	72	67	972
Without Full Credentials	0	0	3	58

Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject			N/A
Vacant Teacher Positions			
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	30	30	0
Misassignments of Teachers of English Learners	30	30	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Santana High	87.8	12.2
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Santana High. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

At Risk Interventions

Santana provides after-school tutoring in all departments for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Santana include: California High School Exit Exam tutorials for those students who have not passed one or both sections of the exam. Study Skills classes are offered for students who are at risk.

Counseling & Support Staff

It is the goal of Santana High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Santana High.

Counseling & Support Staff

Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks.

Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

CAHSEE English Intervention

Bible as Literature, 2A

IB Theatre Arts 1st Year, 1-2HL

IB Theatre Arts 2nd Year, 3-4 HL

IB Film 1st Year, 1-2

IB Film 2nd Year, 3-4

CAHSEE Math Intervention

AVID Junior Seminar

IB/CAS International Baccalaureate/Community Action Service

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, Santana receives state and federal funding for the following categorical funds and other support programs: GATE, AVID, EIA, Performing Arts and Physical Education.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science			Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
Santana High	47	50		41	38		37	36		32	29		34	34	
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
Santana High	39	45	51	35	31	40	36	30	38	37	31	33	38	36	34
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
Santana High	57	53	59	48	46	47	38	43	49	27	27	26	30	34	29
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
Santana High	37	38	36	31	29	35	20	29	39	24	19	28	14	29	23
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
American Indian															
Santana High	64	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GUHSD	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
California	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
Hispanic															
Santana High	35	32	47	25	26	21	23	31	38	21	10	21	22	27	22
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
Santana High	46	53	56	43	40	47	40	36	44	34	31	32	36	35	33
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
Santana High	0	10	10	8	0	9	8	9	2	10	2	14	6	11	0
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
Santana High	0	0	13	13	0	0	*	*	0	13	0	6	*	*	0
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Santana did not participate in the California Achievement Test.

CAT-6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness

Percentage of Students in Healthy Fitness Zone

	Test Results		
	5th Grade	7th Grade	9th Grade
Santana High			
School Overall	0.0%	0.0%	31.8%
School (Boys)	0.0%	0.0%	35.8%
School (Girls)	0.0%	0.0%	27.3%

Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index

API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score	665	672	697	API Growth Score	672	697	699
Growth Target	7	6	5	Actual Growth	7	25	2
Statewide Rank	6	6	6	Eligible for Awards	No		
Similar Schools Rank	2	3	3	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	549	568	604	API Growth Score	555	604	651
Growth Target	6	5	4	Actual Growth	6	36	47
Caucasian							
Base API Score	672	684	723	API Growth Score	684	723	708
Growth Target	6	5	4	Actual Growth	12	39	-15
Hispanic							
Base API Score	610	596		API Growth Score	597		
Growth Target	6	5		Actual Growth	-13		
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.



Adequate Yearly Progress

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program

Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Santana High				-	-
Grossmont Union High	-	-	-	1	3.85

Dropout & Graduation Rates

Santana believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Dropout Intervention Specialist, daily tutorials, Weekly Student Support Team Meetings (SST), Phoenix Program contract classes, adult school, tutorials, IEPs, SART/SARB.

Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	1.06%	0.84%	0.34%
Graduation Rate	93.6%	93.7%	95.6%

CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

CAHSEE

Completion of High School Graduation Requirements			
School	District	State	

Career Technical Education (CTE) Programs

Santana career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Santana have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: ASVAB, college and university representatives, career fair, vocational training representatives, AVID college tours, and scheduled college and university tours.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs

(Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the schools pupils participate in CTE?	1,208
What percent of the schools pupils complete a CTE program and earn a high school diploma?	4.6
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	28.8

UC/CSU Course Completion

Students at Santana High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
68.8%	29.1%

* Duplicated Count (one student can be enrolled in several courses).

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Santana refers students to a college admission test preparation course. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Santana High					
03-04	388	29.4%	486	523	0
04-05	378	31.5%	498	517	0
05-06	406	27.6%	511	522	512
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

Santana High encourages students to continue their education past high school. Santana High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 126 students participated in taking the exams. Of the 126 students, 100 exams were scored as "3" or better.

Advanced Placement Classes

Advanced Placement Classes		
	# Classes	Enrollment
English	8	230
Fine and Performing Arts	2	36
Mathematics	2	32
Science	2	32
Social Science	8	226
All Courses	22	556

School Leadership

Leadership at Santana is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Kathy Burton assumed the position of Interim Principal in October of 2006. She has 17 years of experience in education with positions as classroom teacher, assistant principal and presently interim principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site

Council, a site based leadership council and focus groups.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity
- Evidence-Based Coaching for Peer Support
- Handling the Paper Load through Improved Student Writing
- Helping English Learners Acquire Academic Literacy
- Improved Secondary Literacy Interventions
- Motivating Reluctant Learners
- Outrageous Teaching
- PLC English Workshops
- PLC Math Workshops
- PLC Social Science Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Workshop
- Powerful Teaching & Learning
- Rewards Training
- Scaffolding Literacy in Honors & AP Classes
- Site Team Lead Training
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Strategies to Promote Academic Language in E/LA
- Using Data & Common Sense to Raise CST Scores in History
- Using Data to Improve Instructional Practice
- Working With Challenging Students

Instructional Time (includes Minimum days)

For 2005/06, Santana offered 180 days of instruction, comprised of 171 regular days. The additional 9 minimum days were utilized for teacher work time, departmental collaboration and all staff meetings. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	65,395