



SANTANA HIGH SCHOOL

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

Gary Schwartzwald, Principal

School Accountability Report Card

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 four computer labs, (including the library), 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 1462 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.

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 2006/07, 1557 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2006-07

| | Percentage |
|-------------------------|------------|
| African American | 1.3% |
| American Indian | 1.3% |
| Asian | 1.2% |
| Caucasian | 80.1% |
| Filipino | 1.1% |
| Hispanic | 13.7% |
| Pacific Islander | 0.4% |
| Multiple or No Response | 0.9% |

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 is 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.

Suspensions & Expulsions

| | School | | | District | | |
|-----------------|--------|-------|-------|----------|-------|-------|
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 222 | 249 | 225 | 4000 | 4230 | 0 |
| Suspension Rate | 12.7% | 14.9% | 15.0% | 16.0% | 17.3% | 0.0% |
| Expulsions | 3 | 12 | 6 | 160 | 186 | 0 |
| Expulsion Rate | 0.2% | 0.7% | 0.4% | 0.6% | 0.8% | 0.0% |

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, Girls' 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.

Enrollment By Grade

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 |
| 9th | 495 | 399 | 353 |
| 10th | 487 | 435 | 320 |
| 11th | 390 | 429 | 415 |
| 12th | 378 | 406 | 413 |

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.

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 05 | 06 | 07 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| English | 21 | 26 | 23 | 51 | 31 | 37 | 18 | 10 | 14 | 18 | 27 | 19 |
| Mathematics | 22 | 27 | 25 | 42 | 17 | 21 | 14 | 18 | 20 | 11 | 16 | 10 |
| Science | 23 | 30 | 28 | 16 | 6 | 8 | 13 | 11 | 8 | 14 | 16 | 15 |
| Social Science | 23 | 32 | 29 | 29 | 8 | 12 | 12 | 14 | 10 | 42 | 39 | 29 |

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

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, 4 computer labs (including the library), and 0 playgrounds. The entire science building is presently being remodeled to a state of the art facility.

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.

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 September 2007 by the School Safety Committee. All revisions were communicated to 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.

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 Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor | 3 | 3.00 |
| Librarian/library media teacher | 1 | 1.00 |

At Risk Interventions

Santana is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on standards based instruction. During 2006/07, 1557 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

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.

| Graduation & Dropout Rates | | | |
|----------------------------|--------|--------|--------|
| | 03-04 | 04-05 | 05-06 |
| Dropout Rate | 0.84% | 0.34% | 0.42% |
| Graduation Rate | 95.60% | 93.40% | 96.40% |

Completion of High School Graduation Requirements

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/>. **Data was not provided by the district.**

CAT-6

The CAT-6 is not offered at the high school level.

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 | | | | | |
| | 9 | | | 10 | | | 11 | | | 10 | | 11 | | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | | |
| All Students | | | | | | | | | | | | | | | |
| School | 47 | 50 | 55 | 41 | 38 | 43 | 37 | 36 | 43 | 32 | 29 | 30 | 34 | 34 | 31 |
| District | 46 | 48 | 53 | 38 | 37 | 39 | 33 | 34 | 37 | 33 | 30 | 32 | 35 | 33 | 34 |
| State | 43 | 44 | 47 | 36 | 37 | 37 | 36 | 36 | 37 | 31 | 30 | 29 | 37 | 35 | 35 |
| Males | | | | | | | | | | | | | | | |
| School | 39 | 45 | 51 | 35 | 31 | 40 | 36 | 30 | 38 | 37 | 31 | 33 | 38 | 36 | 34 |
| District | 40 | 44 | 46 | 31 | 30 | 35 | 29 | 28 | 31 | 36 | 32 | 35 | 35 | 33 | 36 |
| State | 38 | 40 | 43 | 32 | 33 | 33 | 33 | 33 | 33 | 34 | 33 | 34 | 37 | 37 | 37 |
| Females | | | | | | | | | | | | | | | |
| School | 57 | 53 | 59 | 48 | 46 | 47 | 38 | 43 | 49 | 27 | 27 | 26 | 30 | 34 | 29 |
| District | 54 | 53 | 60 | 45 | 45 | 44 | 38 | 39 | 45 | 30 | 28 | 28 | 35 | 32 | 34 |
| State | 48 | 48 | 53 | 41 | 42 | 41 | 39 | 39 | 41 | 28 | 27 | 26 | 36 | 34 | 33 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | |
| School | 37 | 38 | 36 | 31 | 29 | 35 | 20 | 29 | 39 | 24 | 19 | 28 | 14 | 29 | 23 |
| District | 27 | 31 | 33 | 18 | 19 | 24 | 17 | 16 | 21 | 19 | 16 | 18 | 18 | 16 | 21 |
| State | 26 | 27 | 32 | 20 | 21 | 21 | 21 | 21 | 22 | 18 | 17 | 17 | 23 | 21 | 22 |
| American Indian | | | | | | | | | | | | | | | |
| School | 64 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| District | 45 | 38 | 45 | 29 | 35 | 31 | 23 | 23 | 29 | 28 | 26 | 21 | 24 | 27 | 27 |
| State | 39 | 42 | 43 | 32 | 34 | 34 | 31 | 29 | 31 | 26 | 26 | 26 | 30 | 29 | 30 |
| Hispanic | | | | | | | | | | | | | | | |
| School | 35 | 32 | 47 | 25 | 26 | 21 | 23 | 31 | 38 | 21 | 10 | 21 | 22 | 27 | 22 |
| District | 34 | 33 | 37 | 23 | 23 | 24 | 21 | 21 | 24 | 24 | 19 | 19 | 24 | 23 | 21 |
| State | 26 | 28 | 32 | 20 | 21 | 23 | 21 | 21 | 23 | 17 | 17 | 18 | 23 | 21 | 22 |
| Caucasian | | | | | | | | | | | | | | | |
| School | 46 | 53 | 56 | 43 | 40 | 47 | 40 | 36 | 44 | 34 | 31 | 32 | 36 | 35 | 33 |
| District | 55 | 57 | 62 | 45 | 45 | 48 | 39 | 39 | 45 | 38 | 36 | 38 | 40 | 37 | 41 |
| State | 61 | 63 | 66 | 53 | 54 | 55 | 50 | 50 | 52 | 44 | 45 | 44 | 48 | 48 | 48 |
| Students with Disabilities | | | | | | | | | | | | | | | |
| School | 0 | 10 | 10 | 8 | 0 | 9 | 8 | 9 | 2 | 10 | 2 | 14 | 6 | 11 | 0 |
| District | 8 | 9 | 14 | 5 | 5 | 8 | 4 | 7 | 6 | 9 | 8 | 9 | 6 | 7 | 8 |
| State | 8 | 9 | 10 | 5 | 6 | 7 | 5 | 6 | 6 | 7 | 8 | 8 | 8 | 8 | 9 |
| English Learners | | | | | | | | | | | | | | | |
| School | 0 | 0 | 13 | 13 | 0 | 0 | * | * | 0 | 13 | 0 | 6 | * | * | 0 |
| District | 6 | 5 | 8 | 5 | 4 | 2 | 6 | 4 | 4 | 9 | 6 | 7 | 10 | 7 | 5 |
| State | 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.

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.

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

| 9th Grade | |
|------------------|-------|
| School | |
| School Overall | N/A |
| School (Boys) | N/A |
| School (Girls) | N/A |
| District | |
| District Overall | 0.8% |
| District (Boys) | 0.5% |
| District (Girls) | 1.2% |
| State | |
| State Overall | 29.3% |
| State (Boys) | 30.1% |
| State (Girls) | 28.4% |

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

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.

API School Results

| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
|--|-------|-------|-------|-----------------------|
| Statewide Rank | 6 | 6 | 6 | |
| Similar Schools Rank | 3 | 3 | 2 | |
| All Students | | | | |
| Actual Growth | 25 | 2 | 22 | 725 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 36 | 47 | -6 | 654 |
| Hispanic | | | | |
| Actual Growth | - | - | -2 | 647 |
| Caucasian | | | | |
| Actual Growth | 39 | -15 | 32 | 742 |
| Students with Disabilities | | | | |
| Actual Growth | - | 41 | 32 | 523 |

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 50 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 (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes | No | Yes |
| Participation Rate | Yes | Yes | No | Yes |
| Percent Proficient | Yes | Yes | No | Yes |
| 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 Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2004-2005 |
| Year in PI (2007-08) | - | Year 3 |
| # of Schools Currently in PI | - | 2 |
| % of Schools Identified for PI | - | 8.00% |

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 I Test Results | | | | | |
|--------------------|---------------------|------------------|----------------|--------------|-----------------|
| | Grade 12 Enrollment | % Seniors Tested | Average Verbal | Average Math | Average Writing |
| School | | | | | |
| 04-05 | 378 | 31.5% | 498 | 517 | 0 |
| 05-06 | 406 | 27.6% | 511 | 522 | 512 |
| 06-07 | 413 | 25.4% | 490 | 515 | 498 |
| District | | | | | |
| 04-05 | 4,986 | 0.35% | 514 | 527 | 0 |
| 05-06 | 5,395 | 0.34% | 497 | 511 | 493 |
| 06-07 | 5,999 | 0.31% | 484 | 502 | 483 |
| State | | | | | |
| 04-05 | 409,576 | 35.7% | 500 | 522 | 0 |
| 05-06 | 383,460 | 40.5% | 495 | 516 | 496 |
| 06-07 | 441,198 | 36.9% | 493 | 513 | 492 |

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

| CAHSEE By Subject | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2004-05 | | | 2005-06 | | | 2006-07 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 60.8 | 52.2 | 49.0 | 61.0 | 55.4 | 51.1 | 52.4 | 49.9 | 48.6 |
| Mathematics | 57.7 | 53.1 | 45.2 | 58.7 | 55.3 | 46.8 | 60.8 | 55.8 | 49.9 |

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

| | CAHSEE By Student Group | | | | | |
|---------------------------------|-------------------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 47.6 | 29.0 | 23.4 | 39.2 | 35.0 | 25.7 |
| Males | 55.4 | 27.1 | 17.5 | 38.6 | 34.1 | 27.3 |
| Females | 38.9 | 31.2 | 29.9 | 39.9 | 36.1 | 24.1 |
| Hispanic | 68.9 | 24.4 | 6.7 | 60.0 | 31.1 | 8.9 |
| Caucasian | 44.0 | 29.5 | 26.5 | 35.1 | 35.8 | 29.1 |
| English Learners | 80.8 | 19.2 | 0 | 73.1 | 23.1 | 3.8 |
| Socioeconomically Disadvantaged | 58.3 | 30.0 | 11.7 | 52.5 | 32.2 | 15.3 |
| Students with Disabilities | 95.1 | 2.4 | 2.4 | 83.3 | 16.7 | 0 |

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.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| English | 2 | 123 |
| Fine and Performing Arts | 1 | 17 |
| Mathematics | 1 | 17 |
| Science | 1 | 34 |
| Social Science | 1 | 28 |
| Totals | 6 | 219 |
| Percent of Students in AP Courses | | 14.6% |

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 Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 68.8% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 35.4% |

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

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.

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.

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.

http://edtech.guhsd.net/textbooks/textbook_adoption.php

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

Curriculum Development

All curriculum development in the Grossmont Union High School District 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 2006/07 school year:

New Courses Course Number(s) Department
Advanced Video
Production 1, 2 Y512/Y513 Non-Departmental
Beginning Video
Production 1, 2 Y510/Y511 Non-Departmental
Dental Introduction T195 ROP
French 1, 2 HL IB G035/G036 Foreign Language
Human Anatomy 1C, 2C R400/R401 Science
Medical P.E. 1, 2 P700/P701 Physical Education
Technical Theatre 3, 4 T501/T502 ROP

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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.

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.

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 2007/08 school year included:

| | |
|---|---|
| A Kinder, Gentler Classroom | AP Workshop |
| Conscious Classroom Management | Data Analysis |
| Designing Effective Assessments | Edu-Soft Training |
| Differentiating Instruction for the Teenage Brain | Diversity Training – Toward Equity |
| Educational Benefits of a Teacher Website | Effective EL Strategies |
| Evidence-Based Coaching for Peer Support | Gang Awareness |
| Geometry Assessment | Google for Educators |
| Literacy Training | Making Vocabulary Stick At Any Level |
| Nuts & Bolts of Teaching | Outrageous Teaching! |
| PLC English Workshops | PLC Math Workshops |
| PLC Science Workshops | PLC Visual & Performing Arts Workshops |
| PLC World Languages | Poverty Training |
| Reducing the Paperload | Rewards Training |
| Special Ed in the Regular Ed Classroom | Stop Bullying Now |
| Strategies for Enhancing Your Advanced Placement Course | Strategies for Great Teaching |
| Stress Management | Unicorn Library Automated System Training |
| Using Rubrics to Improve Student Learning | Walk in the Shoes of a Student with AS |
| Web 2.0 for Your Classroom | WebQuests Made Easy |
| Working With Challenging Students | |

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.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 71.1% | 28.9% |
| District | 74.0% | 26.0% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 75.5% | 24.5% |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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 Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

| Average Teacher Salaries | |
|---------------------------|----------|
| School & District | |
| School | \$67,854 |
| District | \$60,266 |
| Percentage of Variation | 12.59% |
| School & State | |
| All High School Districts | \$62,833 |
| Percentage of Variation | 7.99% |

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.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2005-06 | | |
| | District | State |
| Beginning Teachers | \$33,932 | \$39,456 |
| Mid-Range Teachers | \$59,249 | \$66,091 |
| Highest Teachers | \$77,520 | \$82,529 |
| Elementary School Principals | - | - |
| Middle School Principals | - | \$104,975 |
| High School Principals | \$113,250 | \$116,464 |
| Superintendent | \$163,317 | \$171,138 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 37.8% | 37.4% |
| Administrative Salaries | 5.0% | 5.2% |

District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 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.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$9,030 |
| From Restricted Sources | \$0 |
| From Unrestricted Sources | \$0 |
| District | |
| From Unrestricted Sources | \$0 |
| Percentage of Variation between School & District | N/A |
| State | |
| From Unrestricted Sources | \$4,943 |
| Percentage of Variation between School & State | N/A |

District Revenue Sources

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