



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 1415 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 continues 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 2007-08, 1419 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

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.

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.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.7%
American Indian	0.8%
Asian	1.3%
Caucasian	77.4%
Filipino	1.5%
Hispanic or Latino	15.6%
Pacific Islander	0.5%
Multiple or No Response	1.2%

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	249	225	198	4230	3656	3109
Suspension Rate	14.9%	15.0%	13.4%	17.3%	15.3%	12.8%
Expulsions	12	6	8	186	182	195
Expulsion Rate	0.7%	0.4%	0.5%	0.8%	0.8%	0.8%

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	399	353	387
10th	435	320	341
11th	429	415	342
12th	406	413	406

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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	26	23	23	31	37	39	10	14	6	27	19	22
Mathematics	27	25	26	17	21	22	18	20	11	16	10	17
Science	30	28	30	6	8	7	11	8	5	16	15	17
Social Science	32	29	22	8	12	32	14	10	4	39	29	30

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.

School Facility Conditions				
Date of Last Inspection: 12/09/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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
Guidance Secretary	1	1.0
Guidance Technician	1	1.0
Guidance/Academic Counselor	5	1.0
Nurse	1	1.0
Psychologist	1	1.0
Speech Language Pathologist	1	1.0

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			
	04-05	05-06	06-07
Dropout Rate	0.34%	0.42%	1.00%
Graduation Rate	93.40%	96.40%	98.00%

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 2007-08 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.

Completion of High School Graduation Requirements			
	School	District	State
African American	100.0%	*	*
American Indian	83.0%	*	*
Asian	100.0%	*	*
Hispanic or Latino	86.0%	*	*
Pacific Islander	100.0%	*	*
Caucasian	87.0%	*	*

* Data was not available at the time of publication.

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>.

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	
2007-08 Test Results	
9th Grade	
School	
School Overall	23.7%
School (Boys)	29.0%
School (Girls)	17.9%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*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.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	50	55	56	38	43	44	36	43	43	29	30	31	34	31	34
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	45	51	52	31	40	41	30	38	41	31	33	39	36	34	37
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	53	59	61	46	47	46	43	49	46	27	26	21	34	29	30
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	38	36	39	29	35	21	29	39	36	19	28	11	29	23	33
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
School	32	47	47	26	21	39	31	38	28	10	21	21	27	22	30
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	53	56	59	40	47	45	36	44	46	31	32	34	35	33	35
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	10	10	9	0	9	8	9	2	3	2	14	13	11	0	11
District	9	14	10	5	8	7	7	6	7	8	9	11	7	8	11
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	0	13	17	0	0	5	*	0	6	0	6	5	*	0	12
District	5	8	8	4	2	4	4	4	4	6	7	6	7	5	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	6	6	
Similar Schools Rank	3	2	3	
All Students				
Actual Growth	2	22	9	734
Socioeconomically Disadvantaged				
Actual Growth	47	-6	1	655
Hispanic or Latino				
Actual Growth	-	-2	47	694
Caucasian				
Actual Growth	-15	32	2	744
Students with Disabilities				
Actual Growth	41	32	2	525

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	No
Participation Rate	Yes	Yes	Yes	Yes
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 Programs		
Program Improvement (PI) Status	School	District
	Program Improvement (PI) Status	Not in PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

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. 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 Subject								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	61.0	55.4	51.1	52.4	49.9	48.6	62.9	54.6	52.9
Mathematics	58.7	55.3	46.8	60.8	55.8	49.9	62.4	55.7	51.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	37.1	53.9	9.0	37.6	36.3	26.1
Male	40.9	53.4	5.7	39.7	31.8	28.5
Female	32.1	54.5	13.4	34.8	42.2	23.0
Hispanic or Latino	39.3	55.7	4.9	48.4	35.5	16.1
White	35.1	54.8	10.1	34.2	35.9	29.9
English Learners	66.7	33.3	-	60.7	25.0	14.3
Socioeconomically Disadvantaged	48.8	46.5	4.7	55.6	24.4	20.0
Students with Disabilities	89.5	10.5	-	87.8	9.8	2.4

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 AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	104
Fine and Performing Arts	1	17
Mathematics	1	20
Science	2	37
Social Science	3	146
Totals	9	324
Percent of Students in AP Courses	4.4%	

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.

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 2007-08 school year, the most current data are reported.

Teacher Credential Status				Misassignments/Vacancies			
	School			District	06-07	07-08	08-09
	05-06	06-07	07-08	07-08			
Fully Credentialed	67	72	67	1029	Misassignments of Teachers of English Learners	0	0
Without Full Credentials	0	1	0	24	Misassignments of Teachers (other)	0	0
Working Outside Subject	0	0	0	0	Total Misassignments of Teachers	0	0
					Vacant Teacher Positions		0

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'.

Career Technical Education Participation

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	71.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	30.3%

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

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,079
What percent of the school's pupils complete a CTE program and earn a high school diploma?	84.2
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	35.2

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.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Engineering				
Drafting				
Medical Biology				
Teaching Careers				
Culinary Arts				
Civil Engineering				
Child Development				
Cosmetology				
Automotive Technology				
Industrial Technology				

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	74.4%	25.6%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

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 2006-07 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.

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 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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. 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://portal.guhhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

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

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 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- | | |
|--|---|
| AP Workshop | Breakdown Those Classroom Walls |
| Collaboration Technology Tools | Conscious Classroom Management |
| Data Analysis | Differentiated Instruction for the Teenage Brain |
| Edu-Soft Training | Effective EL Strategies |
| Effective Teambuilding | Equity & Diversity Training |
| FACT Training | Gang Awareness |
| Health Workshop | Making Common Assessments Meaningful Using Edu-Soft |
| Maximizing Student Access to Library Materials | Outrageous Teaching! |
| Papers: Handling the Paper Load Through Improved Student Writing | PLC Counselor Workshops |
| PLC On-Site Support | Poverty Training |
| Principal/Asst. Principal Leadership Seminars | ProACT Training |
| Rebels With Applause: Motivating Reluctant Learners | Rewards Training |
| Special Ed in the Regular Ed Classroom | Strategies for Enhancing Your Advanced Placement Course |
| Strategies for Great Teaching | Stress Management |
| Teachers' Toolbox | Working With Challenging Students |

District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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	\$9,711
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	\$5,300
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.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 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.

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.

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	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%