

Grossmont Union High School District

Santana High School

2008-2009 School Accountability Report Card

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Principal

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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.

Today we currently have 1456 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, Introduction to Engineering, and Web design are just a couple of examples.

Our guidance counselors 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 2008-09 1347 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.5%
American Indian	0.6%
Asian	1.3%
Caucasian	74.1%
Filipino	1.7%
Hispanic or Latino	16.7%
Pacific Islander	0.4%
Multiple or No Response	3.9%

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.

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, ASB, Band and Colorguard, Best Buddies, Cheer, Christian Club, The Consultant (newspaper), CSF, Dance Team, Drama, Honor Roll, Key Club, Kids for Wish Club, Library Book Review, Link Crew, Peace Council, Spanish Club, Work Experience, Yearbook.

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, 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, 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, quarterly honor roll assemblies and senior award night.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	225	198	225	3656	3109	3856
Suspension Rate	15.0%	13.4%	15.8%	15.3%	12.8%	15.6%
Expulsions	6	8	8	182	195	230
Expulsion Rate	0.4%	0.5%	0.6%	0.8%	0.8%	0.9%

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	353	387	330
10th	320	341	383
11th	415	342	346
12th	413	406	363

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	23	23	25	37	39	31	14	6	5	19	22	23
Mathematics	25	26	26	21	22	20	20	11	12	10	17	15
Science	28	30	34	8	7	2	8	5	5	15	17	19
Social Science	29	22	21	12	32	32	10	4	7	29	30	30

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 2008/09 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

COURSES PENDING UC APPROVAL

Environmental Design I & II J140/J141
 History IB HL1 S096/S097

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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.guhsd.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.

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.

3 Counselors at 1.0 FTE

2 Academic Advisors at 1.0 FTE

1 School Site Psychologist at .50 FTE

1 Speech and Language Therapist at 1.0 FTE

1 School Nurse at 1.0 FTE

1 Social Worker at .60 FTE

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

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 2009-10 school year, the most current data are reported.

Santana has no teachers teaching outside of their credentials nor does Santana have any vacancies. This hold true for school years 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	72	67	61	1080
Without Full Credentials	1	0	0	8
Working Outside Subject	3	3	3	22

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	78.1%	21.9%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

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:

Acupuncture and Nutrition
Algebra Workshop
Asperger's Syndrome
Assistant Principal Apprentice Program
Assistant Principal Leadership Seminar
Breakdown Those Classroom Walls
Collaboration Technology Tools
Conscious Classroom Management
Differentiated Instruction for the Teenage Brain, Parts I & II
Effective Teambuilding
EL Workshop
Equity & Diversity Training
Gang Awareness
Literacy Assessment
Making Common Assessments Meaningful Using Edu-Soft
Maximizing Student Access to Library Materials
Outrageous Teaching!
Papers, Papers, Papers -- Handling the Paperload
PLC On-Site Training
Poverty Training
Principal Leadership Seminar
ProACT Training & Refresher
Rebels With Applause -- Motivating Reluctant Learners
Special Ed in the Regular Ed Classroom
Strategies for Great Teaching
Stress Management
Teachers' Toolbox
Working and Communicating Effectively with Colleagues
Working With Challenging Students, Parts I & II

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.

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.

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	47	48	53	43	44	47	43	46	50
Mathematics	31	31	41	22	23	29	40	43	46
Science	33	42	53	32	41	46	38	46	50
History/Social Science	30	32	43	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	44	50	*	*
American Indian	*	*	*	*
Asian	60	57	*	*
Filipino	36	25	*	18
Hispanic or Latino	47	29	41	34
Pacific Islander	*	*	*	*
Caucasian	55	44	56	46
Males	50	40	54	49
Females	58	42	52	35
Socioeconomically Disadvantaged	37	26	43	28
English Learners	11	22	5	11
Students with Disabilities	15	12	15	9
Migrant Education	*	*	*	*

*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	6	6	
Similar Schools Rank	2	3	2	
All Students				
Actual Growth	22	9	29	763
Socioeconomically Disadvantaged				
Actual Growth	-6	1	39	694
Hispanic or Latino				
Actual Growth	-2	47	31	725
Caucasian				
Actual Growth	32	2	27	771
Students with Disabilities				
Actual Growth	32	2	-13	512

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.0%	22.5%	65.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	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		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	52.4	49.9	48.6	62.9	54.6	52.9	59.4	51.8	52.0
Mathematics	60.8	55.8	49.9	62.4	55.7	51.3	64.9	58.4	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	40.6	29.5	29.8	35.1	39.9	24.9
Males	44.6	27.7	27.7	36.2	34.6	29.2
Females	36.3	31.5	32.1	33.9	45.8	20.2
Hispanic or Latino	52.2	29.9	17.9	41.8	43.3	14.9
Caucasian	37.3	29.2	33.5	33.3	38.3	28.4
English Learners	53.1	28.1	18.8	46.9	34.4	18.8
Socioeconomically Disadvantaged	54.2	25.4	20.3	45.8	42.4	11.9
Students with Disabilities	91.9	8.1	-	92.1	7.9	-

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 2008-09 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	60.0%	*	*
American Indian	25.0%	*	*
Asian	25.0%	*	*
Filipino	100.0%	*	*
Hispanic or Latino	62.5%	*	*
Pacific Islander	100.0%	*	*
Caucasian	75.7%	*	*

* Data was not available at the time of publication.

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
Science	1	26
Social Science	3	173
English	2	88
Fine and Performing Arts	1	33
Foreign Language	1	17
Mathematics	1	27
Totals	9	364
Percent of Students in AP Courses	5.3%	

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.

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	72.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	58.3%

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

Career Technical Education Participation

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

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?	666
What percent of the school's pupils complete a CTE program and earn a high school diploma?	81.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	34.0

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.

This year, Santana has established a Learning Center. Students who have not met their graduation requirements, attend on-line classes at the Learning Center in order to earn remaining credits and receive a diploma.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.40%	1.00%	0.70%
Graduation Rate	99.00%	98.80%	96.80%

Career Technical Education (CTE) Programs

Santana career technical 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. Course offerings as follows:

Principals of Engineering
Autobody
Introduction to Engineering Design
Drafting
Civil Engineering
Teaching Careers
Photo
Child Development
Food and Nutrition

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				

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 2008 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.

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: 12/29/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rm. 202 - Thermostat cover missing - fire extinguisher has no tag - unit is charged. Gym - Thermostat damaged. Rm. 602 band - Thermostat cover missing. Rm. 601 - Thermostat cover missing. Library - Thermostat cover missing. Auto shop - Thermostat cover missing.
Interior		X		Staff RR - Womens - wall damage at the toilet wall. Rm. 108 - Perimeter floor tile creeping under the wall (typical bldg. 100). Rm. 204 - Floor tiles damaged. Rm. 203 - Ceiling tile missing. Rm. 208 - Flooring damaged. Rm. 205 - Stained ceiling tiles. Rm. 307 - Floor tiles buckled at the exterior door - possible movement (typical bldg. 300). Rm. 402 - Hole in the stucco overhang, floor damaged. Rm. 401 - Floor damaged in the pantry, classroom. Rm. 502 - Flooring damaged / missing. Rm. 501 - Flooring damaged, wall paper damaged. Coaches office - Floor tile missing. Boys PE - Numerous cracks in the walls. Boys coaches office - Wall damage in the RR. Boys team rm. - Terrazzo floor damaged - trip hazard. Gym - Wall damage at the lobby door, ceiling tiles missing in the lobby. Rm. 602 band - Plaster damage at the west wall. Bldg. 600 mech. - Interior and exterior wall damage. Rm. 601 - Wall damage at the east door. Rm. 704 - Wall damage at the south wall. Rm. 705 - Carpet / tile transition strip loose, cords across the path of travel - trip hazard. Rm. 706 - Wall damage in the RR, floor damage in the RR. Rm. 700 weight rm. - Hole in the south wall, holes in the carpet, transition strip missing at the west door. Rm. 701 - Wall damage at the corners, carpet damaged, cove base. Rm. 904 - Flooring damaged. Rm. 900 - 2 Ceiling tiles missing. Auto shop - Ceiling damaged. Bldg. 700 cust. - Wall damage.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Rm. 401 - Pantry floor needs cleaning.
Electrical		X		Staff RR - Mens - light out in the vestibule. Mech. Rm. - Elec. panel blocked, combustibles stored in the elec. rm. Rm. 203 - Light out in the office - fire extinguisher has no tag. Rm. 208 - 4 Lights out, extension cord across the path of travel. Rm. 206 - 1 Diffuser hanging. Rm. 505 - 1 Diffuser missing, 1 diffuser hanging. Girls PE - 1 Light out in the RR, 1 diffuser hanging in RR, light out in storage. Rm. 1205 wrestling - 5 Lights out. Rm. 1206 gymnastics - 5 Lights out, 1 diffuser hanging. Boys team rm. - 4 Lights out. Rm. 601 - 2 Plates cracked, 1 4x4 blank, 1 switchplate. Rm. 705 - Switchplate broken in storage. Rm. 700 weight rm. - 6 Lights out. Rm. 703 - Receptacle cover missing in the office. Library - Light outs. Library boys RR - 2x4 Blank plate missing - live wires - safety hazard. Rm. 901 - 2 Light out. Rm. 900 - 3 Difusers hanging, 1 light out. Auto shop - 3 Lights out. Rm. 1400 - Steel ramp not grounded. Rm. 1401 - 1 Light diffuser missing. Equip. rm. - Several electrical panels blocked.
Restrooms/Fountains	X			Gym - Boys - sink drain grate missing. Kitchen - Exterior drinking fountain - no water. Rm. 705 - Exterior drinking fountains - 1 no water, 1 overpressure. Womens staff RR - 1 Exterior drinking fountain - low pressure. Bldg. 400 boys RR - 1 Urinal no flush, soap dispenser missing, towel dispenser damaged. Boys PE - 2 Toilet partition doors missing, plumbing wall access panel missing - south wall. Bldg. 700 RR - * Closed. Rm. 1408 - * Used for storage. Bldg. 300 womens RR - Floors need cleaning.
Safety (Fire Safety, Hazardous Materials)	X			Admin. - Main fire alarm panel "alarm". Rm. 708 - FE (fire extinguisher) out of date 2004. Rm. 701 - No FE. Rm. 703 - No FE. Rm. 905 - Excessive combustibles on the walls and ceiling - fire hazard. Rm. 904 - No FE. Rm. 903 - No FE. Rm. 902 - No FE. Rm. 900 - No FE. Auto shop - No FE in classroom. Rm. 1400 - FE out of date (2005). Admin. - Peeling paint in the corridor. Kitchen - Peeling paint at the east door, vestibule. Rm. 704 - Peeling paint at the rafter tails / fascia (typical bldg. 700). Rm. 701 - Peeling paint at walls and west door. Rm. 900 - Peeling paint at the panel under the window - exterior.
Structural (Structural Damage, Roofs)	X			Rm. 401 - Apparent roof leak at the overhang. Rm. 904 - Dry rot at the floor at the door.
External (Grounds, Windows, Doors, Gates, Fences)	X			Rm. 107 - Concrete heaving / possible underground water leak - roots. Rm. 1204 trainer - Severe cracks / deterioration at the asphalt east of the bldg. Rm. 706 - Shower door glass cracked.

District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & 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: ROP, 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%

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.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 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.

Average Teacher Salaries	
School & District	
School	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%