

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Santana	District Name	Grossmott Union High School District
Street	9915 Magnolia	Phone Number	(619) 644-8000
City, State, Zip	Santee, CA 92071	Web Site	www.guhdsd.net
Phone Number	(619) 956-0200	Superintendent	Ralf Swenson
Principal	Tim Schwuchow	E-mail Address	rswenson@guhdsd.net
E-mail Address	tschwuchow@guhdsd.net	CDS Code	37681303737905

School Description and Mission Statement (School Year 2009–10)

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 69 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 AVID certification. And expanding out “Pathway” programs. 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 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.

Opportunities for Parental Involvement (School Year 2009–10)

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 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.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	1
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	374
Grade 3		Grade 10	324
Grade 4		Grade 11	383
Grade 5		Grade 12	406
Grade 6		Ungraded Secondary	0
Grade 7		Total Enrollment	1,488

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	75.1
American Indian or Alaska Native	0.7	Two or More Races	0.0
Asian	1.3	Socioeconomically Disadvantaged	17.9
Filipino	1.3	English Learners	3.6
Hispanic or Latino	17.8	Students with Disabilities	14.4
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	39	6	22	25	31	5	23	35	1	7	28
Mathematics	26	22	11	17	26	20	12	15	33	0	14	19
Science	30	7	5	17	34	2	5	19	33	2	5	16
Social Science	22	32	4	30	21	32	7	30	35	2	7	26

II. School Climate

Climate for Learning

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

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: AVID, Academic League, 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, and 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, Boys' Cross Country, Boys' Golf, Boys' Water Polo, Cheer (Freshmen, Junior Varsity and Varsity), Football, Girls' Basketball, Girls' Cross Country, Girls' Golf, Girls' Softball, Girl's Soccer, Girls' Tennis, Gymnastics, Sports Medicine, Track, and Wrestling. Santana recognizes and celebrates the achievements and successes of students on a regular basis. Students are

recognized for their achievements by their individual teachers, the Principal through the Star Sultan recognition program, quarterly honor roll assemblies and senior award night.

School Safety Plan (School Year 2009–10)

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 2010 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted as needed throughout the school year. Lockdown drills are held once a year. Students are supervised before school, after school and during lunch by the principal, assistant principals, campus supervisors and school resource officer. Visitors must check in at the administration office for a visitors pass before entering campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	13.4	15.8	18.9	14.4	17.2	16.1
Expulsions	0.5	0.6	0.7	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

Santana was originally constructed in 1965 and is comprised of 78 classrooms, 1 gym, 0 multipurpose room, 1 cafeteria, 1 library, 2 staff lounges , 4 computer labs (including the library), and 0 playgrounds.

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 Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Rm. 202- thermostat cover missing. rm. 601- thermostat cover missing.
Interior: Interior Surfaces	n/a		x		Cust./grounds 700- wall damage. Rm. 1005- wall and ceiling damage. Rm. 1400- ceiling tiles damaged. Admin.- wall damage at the womens restroom toilet wall. Nurse-cove base loose. Rm. 202- floor damage (trip hazard). Rm. 207- ceiling tile stained/missing. Elec. 200- numerous ceiling tile falling. Rm. 307- flooring damaged at the door-concrete joint movement. Rm. 402- floor damaged. Rm. 505- floor damaged, ceiling tiles missing. Rm. 502- floor damaged. Rm. 501 photo- flooring damaged in the office, ceiling falling in the work room. Mech. 500- large holes in the wall at the elec. panel. Girls PE- stucco damaged at the exterior screen wall, flooring damaged at the office, ceiling tiles hanging. Rm. 1206 gymnastics- drywall ceiling 4x8 sheets of drywall hanging, inadequate screws in the entire ceiling (safety) no students present, voice mail to Dir. of Facilities. Rm. 1203 storage- stucco damage at the NE corner. Boys PE- wall and ceiling damage in the laundry room. Trainer- flooring damaged. Cust. PE- wall damage. Gym- wall damage at lobby door. Rm. 601- damage at east wall. Rm. 706- wall damage in the restroom, flooring damaged in the restroom. Rm. 705- carpet transition loose (trip hazard). Rm. 701 weight rm.- carpet torn a the computers. Rm. 903- cove base loose at the door. Rm. 904- ceiling damaged. Rm. 401- floor damaged at the office door, storage door north wall of storage damaged.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Elec. 200- room needs cleaning (safety).
Electrical: Electrical	n/a		x		Auto body- 7 lights out in the classroom. Rm. 1005- 5 lights out. Rm. 1402- 2 lights out. Rm. 1401- 1 diffuser missing. Rm. 1400- ramp ground disconnected. Rm. 104- 1 light out. Rm. 201- switchplate broken. Rm. 207- 1 light out. Rm. 306- 1 diffuser hanging. Rm. 505- several lights out, diffusers hanging. Girls PE- 2 banks (12) lights out. Rm. 1205 wrestling- 5 lights out, 1 diffuser hanging. Boys team rm.- 4 lights out. Gym- south canopy exterior fixture no bulb or diffuser. Team rm. gym- 5 lights out. Rm. 602 band-diffuser missing in office. Elec. 700- storage in elec. rm. blocking panels. Mech. 700- light out. Rm. 707 exercise- 1 diffuser missing. Rm. 701 weight rm.- light out in restroom. Rm. 901- 7 diffusers hanging (safety). Rm. 902- 2 diffusers hanging (safety). Rm. 903- 3 diffusers hanging. Rm. 505- 2 diffusers missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		x		Admin.- urinal cracked in staff mens restroom. Girls PE- 1 faucet loose in the restroom, interior drinking fountain no water. Boys PE- 2 toilet partitions missing, 1 exterior drinking fountain no handle. Gym- boys 1 faucet no water. Rm. 705- toilet partition rusted. Rm. 704- 1 exterior drinking fountain no water.
Safety: Fire Safety, Hazardous Materials	n/a	x			Auto body- no fire extinguisher (FE) in classroom. Admin.- main fire alarm panel-trouble. Rm. 201- no fire extinguisher. Lounge- fire extinguisher out of date-2008. Boys PE- peeling paint in the office restroom. Boys team rm.- peeling paint north wall. Gym- no fire extinguisher in bldg. Elec. 700- combustibles stored in the elec. rm. (safety). Rm. 707 exercise- fire extinguisher out of date-2005. Rm. 705- fire extinguisher out of date-2009. Rm. 704- fire extinguisher out of date-2009. Rm. 703- fore extinguisher out of date-2009. Rm. 702- fire extinguisher out of date-2009. Rm. 905- peeling paint at overhang-typical 900 bldg. Library- fire extinguisher out of date-2009.
Structural: Structural Damage, Roofs	n/a	x			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			Cust./grounds 700- exterior door damage. Boys PE- asphalt trip hazard east side of the bldg. Mech. 600- west door deteriorated.
Overall Rating		x			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	67	61		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence	3	3	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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.

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	298
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	7	n/a
Classified	27	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

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 and Administrative Salaries (Fiscal Year 2008–09)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well

students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	48	53	57	44	47	48	46	50	52
Mathematics	31	41	47	23	29	31	43	46	48
Science	38	45	50	38	41	44	41	44	48
History-Social Science	32	43	49	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	56.1	46.3	49.1	48.5
Male	52.0	44.9	50.8	53.0
Female	61.7	44.8	46.0	43.7
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43.1	26.9	35.5	39.7

Native Hawaiian or Pacific Islander				
White	59.9	49.8	52.1	51.5
Two or More Races				
Socioeconomically Disadvantaged	33.7	28.7	41.7	34.6
English Learners	15.2	33.0	16.4	23.6
Students with Disabilities	11.9	1.6	15.8	16.1
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	62.9	59.4	61.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	62.4	64.9	73.0	55.7	58.4	55.0	51.3	53.3	54.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	13	26	61	8	19	73
Male	15	26	59	8	17	75
Female	10	26	64	7	23	70
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	20	30	50	13	27	60
Native Hawaiian/Pacific Islander						
White	12	25	63	7	18	75
Two or More Races						

Socioeconomically Disadvantaged	23	32	45	13	24	63
English Learners	31	54	15	18	27	55
Students with Disabilities	52	29	19	26	48	26
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.0	22.5	65.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	7
Similar Schools	3	2	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	9	29	5
Black or African American			
American Indian or Alaska Native			
Asian			

Filipino			
Hispanic or Latino	47	31	16
Native Hawaiian/Pacific Islander			
White	2	27	20
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	1	39	31
English Learners			
Students with Disabilities	2	-13	20

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	782	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	746	687	672
Native Hawaiian/Pacific Islander			706
White	789	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	723	664	669
English Learners		620	626
Students with Disabilities	525	509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	98	88.0
Participation Rate - Mathematics	99	91.0
Percent Proficient - English-Language Arts	62.1	48.9
Percent Proficient - Mathematics	69.8	54.5
API	Yes	No
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010–11)

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 (ELA 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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

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 table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.0	0.7	1.8	3.3	2.6	3.6	5.5	4.9	5.7
Graduation Rate	98.3	95.7	91.6	89.5	87.0	84.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school’s most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

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

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	553
Percent of pupils completing a CTE program and earning a high school diploma	19.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	63.9%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	4	n/a
Fine and Performing Arts	2	n/a
Foreign Language	2	n/a
Mathematics	2	n/a
Science	2	n/a
Social Science	5	n/a
All courses		

XII. Instructional Planning and Scheduling

Professional 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. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings

Principal PLC Meetings
Technology Tools
Conscious Classroom Management
Differentiated Instruction for the Teenage Brain, Parts I & II
Effective Teambuilding
Literacy for all Core Content Areas
Literacy for Special Ed
Literacy for EL
Making Common Assessments Meaningful Using Edu-Soft
Outrageous Teaching!
Poverty Training
Special Ed in the Regular Ed Classroom
Working and Communicating Effectively with Colleagues