

Executive Summary School Accountability Report Card, 2010–11

For Santana High

Address:	9915 North Magnolia Ave., Santee, CA, 92071-1903	Phone:	(619) 956-0211
Principal:	Tim Schwuchow, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Santana is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on standards based instruction. During 2010-11, 1495 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment

Group	Enrollment
Number of students	1,495
Black or African American	1.0%
American Indian or Alaska Native	0.7%
Asian	1.0%
Filipino	0.9%
Hispanic or Latino	17.3%
Native Hawaiian or Pacific Islander	0.4%
White	71.7%
Two or More Races	4.7%
Socioeconomically Disadvantaged	14.3%

English Learners	5.9%
Students with Disabilities	14.0%

Teachers

Indicator	Teachers
Teachers with full credential	56
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	4
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	57%
Mathematics	47%
Science	59%
History-Social Science	52%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	798
Statewide Rank (from 2010 Base API Report)	7
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 14
2011–12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,770
District	
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	91.17

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	144
Graduates Who Completed All Courses Required for University of California or California State University Admission	34.6%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	Santana High	District Name	Grossmont Union High
Street	9915 North Magnolia Ave.	Phone Number	(619) 644-8000
City, State, Zip	Santee, CA, 92071-1903	Web Site	www.guhsd.net/
Phone Number	(619) 956-0211	Superintendent	Ralf Swenson
Principal	Tim Schwuchow, Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	tschwuchow@guhsd.net	CDS Code	37681303737905

School Description and Mission Statement (School Year 2010–11)

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 1495 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 2010–11)

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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	378
Grade 3	0	Grade 10	355
Grade 4	0	Grade 11	306
Grade 5	0	Grade 12	455
Grade 6	0	Ungraded Secondary	0
Grade 7	1	Total Enrollment	1,495

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	0.7%
Asian	1.0%
Filipino	0.9%
Hispanic or Latino	17.3%
Native Hawaiian or Pacific Islander	0.4%
White	71.7%
Two or More Races	4.7%

Socioeconomically Disadvantaged	14.3%
English Learners	5.9%
Students with Disabilities	14.0%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.6	29	4	22	N/D	1	7	28	27.5	9	9	14
Mathematics	26.5	18	11	15	N/D	0	14	19	28.6	6	2	13
Science	34.3	2	4	19	N/D	2	5	16	31.9	4	6	17
Social Science	18.6	31	3	23	N/D	2	7	26	27.3	9	9	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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 2011 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	15.8	18.9	14.8	17.2	16.1	12.9
Expulsions	0.6	0.7	0.6	1.0	0.9	0.7

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 2011–12)

Completed on July 15, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Several areas where there is ceiling tile damage, stains, missing, or hanging, Flooring damage, Wall damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains:			X		Rm. 704- exterior drinking fountains (DF) 1- no

Restrooms, Sinks/ Fountains					water, 1- runs continuously, Rm. 705- toilet partitions rusted, Boys locker rm.- -toilet stall doors missing, 400 girls RR- 1 toilet stall door missing, 1 drinking fountain- low pressure, 1 faucet no water, 300 girls RR- 1 sink faucet- no water, 100 womens RR- 1 toilet out of order,
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	61	56	56	933
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	5	6	4	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.81%	0.19%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	498
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		

Other		
-------	--	--

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 14, 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

*A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,770			
District				\$69,918

Percent Difference – School Site and District			
State		\$5,455	\$70,570
Percent Difference – School Site and State			

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,954
Mid-Range Teacher Salary	\$69,857	\$69,905
Highest Teacher Salary	\$87,718	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$125,266	\$128,348

Superintendent Salary	\$248,571	\$205,119
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	53%	57%	57%	47%	48%	49%	49%	52%	54%

Mathematics	41%	47%	47%	29%	31%	33%	46%	48%	50%
Science	52%	55%	59%	45%	45%	48%	50%	54%	57%
History-Social Science	43%	49%	52%	43%	46%	48%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	33%	48%	48%
All Students at the School	57%	47%	59%	52%
Male	53%	46%	61%	60%
Female	62%	47%	58%	43%
Black or African American	50%	23%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	62%	54%	0%	0%
Hispanic or Latino	49%	38%	49%	43%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	59%	49%	63%	55%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	43%	34%	43%	37%
English Learners	31%	33%	17%	24%
Students with Disabilities	19%	20%	21%	26%
Students Receiving Migrant Education Services				

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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	58%	61%	71%	52%	50%	59%	52%	54%	59%
Mathematics	65%	73%	73%	60%	56%	59%	53%	54%	56%

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	28%	31%	41%	40%	19%
All Students at the School	29%	29%	42%	27%	45%	28%
Male	35%	27%	38%	31%	37%	32%
Female	22%	31%	46%	24%	52%	24%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%

Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	46%	26%	28%	47%	42%	12%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	26%	29%	45%	24%	45%	31%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	52%	22%	25%	47%	32%	21%
English Learners	70%	22%	7%	65%	27%	8%
Students with Disabilities	84%	14%	3%	63%	37%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	19.90%	19.30%	47.30%

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	6	7	7
Similar Schools	2	5	3

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	29	20	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	16	-10
Native Hawaiian or Pacific Islander			
White	27	20	23
Two or More Races	N/D		
Socioeconomically Disadvantaged	39	29	-4

English Learners			
Students with Disabilities	-13	21	45

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	913	798	13,009	743	4,683,676	778
Black or African American	16	658	937	670	317,856	696
American Indian or Alaska Native	9		186	724	33,774	733
Asian	9		187	777	398,869	898
Filipino	13	784	289	833	123,245	859
Hispanic or Latino	123	735	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	4		77	793	26,953	764
White	739	810	7,387	773	1,258,831	845
Two or More Races	0		8		76,766	836
Socioeconomically Disadvantaged	180	713	5,341	662	2,731,843	726
English Learners	67	688	2,776	611	1,521,844	707
Students with Disabilities	116	553	1,617	506	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

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 *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.7	1.8	2.0	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	95.73	91.64	91.17	85.75	81.95	85.39	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	80.7	76.7	N/D
Black or African American	100.0	72.0	N/D
American Indian or Alaska Native	0.0	68.9	N/D
Asian	100.0	80.9	N/D
Filipino	85.7	92.0	N/D
Hispanic or Latino	80.3	69.5	N/D
Native Hawaiian or Pacific Islander	75.0	80.9	N/D
White	81.6	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	67.5	66.3	N/D
English Learners	66.7	51.3	N/D
Students with Disabilities	59.6	52.6	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	470
Percent of pupils completing a CTE program and earning a high school diploma	90.0%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	83.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	34.6%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	4	
Fine and Performing Arts	1	
Foreign Language	1	
Mathematics	1	
Science	1	
Social Science	6	
All courses	14	9.1%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2010-2011 school year included:

- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology for Effective Teaching & Learning
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain
- Effective Teambuilding
- Boot Camp
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues
- Math Literacy PLC for Algebra & Geometry
- Science Collaboration
- Science Inquiry
- Working with Parents & Families
- Equity for All Students
- EL: Working With Non-Hispanic Cultures
- Discipline: Awareness of Cultural Distinctions
- Differentiating Strategies Based on ELD Proficiency Levels
- Understanding CST & Local Assessments

Santana High

School Accountability Report Card, 2010-2011

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

Adopted Texts and Instructional Materials

Subject	Title	Author	Publisher	Subject Area	Year
Art	Art in Focus, 5th ed. (2006)	Mittler, Gene	Glencoe	Art History, Art Appreciation, Intro to Art	2009/2010
Art	Art Talk	Ragans R.	Glencoe	Art	2004/2005
Art	Art Through the Ages	Gardner/Delacroix	HBJ	Art - History	2004/2005
Art	Black and White Photography - A Basic Manual	Horenstein	Little Brown & Co.	Photography	2004/2005
Art	Focus on Photography (2007)	Joyner, Herman	Davis	Photography	2008/2009
Art	Gardner's Art Through the Ages	Delacroix T.	Harcourt Brace Holt Reinhart	Art - History AP	2004/2005
Art	Photographic Eye The	O'Brien & Sibley	Davis Publications Inc.	Photography	2004/2005
Art	Photography, 6th Ed.	London & Upton	Addison Wesley Longman	Photography	2006/2007
Art	Sculpture	Williams A.	Davis Publishing Inc.	Art	2004/2005
English	American Experience The Prentice Hall Lit. Series)		Prentice Hall	Literature 11	2004/2005
English	Complete Works of Shakespeare	Shakespeare William	Scott Foresman	Literature Ungraded	2004/2005

English	Courtroom Survival Guide	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Edge (Levels A, B, & C)	Moore, Short, Smith, Tatum	Hampton Brown	English, ELD	2008/2009
English	Elements of Literature: Course 3 4 5 & 6		Holt Reinhart	English 9-12	2004/2005
English	Essays That Worked	Curry & Kasbar	Mustang Pub.	English AP	2004/2005
English	Exploring Literature		AGS	Special Ed	2004/2005
English	High Point		Hampton Brown	9-12 ELL / AA	2004/2005
English	Introduction To Poetry An	Kennedy	Scott-Foresman	English AP	2004/2005
English	Language Awareness	Escholz	St. Martin's	English AP	2004/2005
English	Literature and Language Arts	Beers & Odell	Holt Rinehart & Winston	Grades 9-12 / Special Ed	2005/2006
English	Prentice Hall Literature: Language and Literacy, Grade 10, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: Language and Literacy, Grade 9, 2010	Prentice Hall	Pearson Education	English	2009/2010

English	Prentice Hall Literature: The American Experience, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: The British Tradition, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Reader's Choice		Glencoe McGraw Hill	English 9-12	2004/2005
English	The New Police Report Manual	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Vocabulary for the College A B C D E F	Diederich P.	Holt Rinehart Winston	Composition Ungraded	2004/2005
Mathematics	Algebra 1, CA Ed. (2008)	Holt	Holt	Algebra	2009/2010
Mathematics	Algebra 2, CA Ed. (2008)	Holt	Holt	Algebra II	2009/2010
Mathematics	Algebra 2 Concepts and Skills	Larson, Boswell, Kanold, Stiff	McDougal Littel	Intermediate Algebra	2007/2008
Mathematics	Algebra 2: Integration Applications Connections		Glencoe 1998	Algebra 2	2004/2005
Mathematics	Algebra and Trigonometry	Dolciani	Houghton Mifflin	Algebra I/H-1	2004/2005
Mathematics	Algebra Essentials	Foster Rat	Merril Publishing	Basic Algebra	2004/2005

Mathematics	Algebra: Structure and Method Book 1	Brown Dolciani Sorgenfry & Cole	McDougal Littell 2000	Algebra I	2004/2005
Mathematics	Calculus	Larson Hostetler & Edwards	Mc Dougal	AP Calc AB	2004/2005
Mathematics	Calculus An Applied Approach	Larson, Edwards	Houghton Mifflin	Calculus	2007/2008
Mathematics	Calculus: Graphical, Numerical, Algebraic	Finney, Demana, Waits, Kennedy	Pearson / Prentice Hall	AP Calculus	2007/2008
Mathematics	Consumer Mathematics, 2003.	Harmeyer, Kathleen	AGS Publishing	Math	2008/2009
Mathematics	Functions Statistics and Trigonometry	Senk Vikto	Scott Foresman	Algebra IIIC	2004/2005
Mathematics	Geometry, CA Ed. (2008)	Holt	Holt	Geometry	2009/2010
Mathematics	Geometry : Concepts and Skills	Larson, Boswell, Stiff	McDougal Littell	Basic Geometry	2004/2005
Mathematics	Mathematics with Business Applications 2004		Glencoe	Consumer Math	2004/2005
Mathematics	Pre-Calculus With Limits: A Graphing Approach (2008)	Larson, Hostetler Edward	McDougal Littell	Honors Pre- Calculus	2007/2008
Mathematics	The Practice of Statistics, 3rd ed. (2008)	Yates, Moore, and Starnes	Freeman	AP Statistics	2008/2009

Performing Arts	Experiencing Dance: From Student to Dance Artist	Scheff, Sprague, McGreevy	Human Kinetics	Dance	2007/2008
Performing Arts	Musical Theatre: An Appreciation	McLamore, Alyson	Prentice Hall	Musical Theater	2008/2009
Performing Arts	Stage and the School The	Schaner & Ommanney	Glencoe	Drama	2004/2005
Performing Arts	Standard of Excellence Advanced Jazz Ensemble Method (1st Alto Saxophone)	Dean Sorenson and Bruce Pearson	Neil A. Kjos Music Co.	Music, Jazz	2006/2007
Performing Arts	Theatre Art in Action	McGraw-Hill	Glencoe / McGraw-Hill	Theatre	2006/2007
Science	Biology		AGS	Science	2005/2006
Science	Biology, 7th Ed.	Cambell & Reese	Benjamin Cummins	AP Biology	2008/2009
Science	Biology: Concepts and Connections, 6th ed. (2009)	Campbell, Reece, Taylor, Simon, Dickey	Pearson Education	Honors Biology	2007/2008
Science	Chemistry: An Introduction to General Organic and Biological Chemistry, 10th ed. (2009)	Timberlake	Pearson / Benjamin Cummings	Medical Chemistry	2008/2009
Science	Conceptual Physics		Prentice Hall	Conceptual Physics	2004/2005

Science	Environment: The Science Behind the Stories	Withgott, Brennan	Prentice Hall	AP Environmental Science	2007/2008
Science	Essentials of Anatomy and Physiology	Martini & Bartholomew	Prentice Hall	Physiology	2004/2005
Science	Essentials of General Chemistry	Ebbing, Gammon, Ragsdale	Houghton Mifflin	Chemistry	2006/2007
Science	Forensic Science, 8th ed.	Saferstein, Richard	Prentice Hall	Forensic Science	2007/2008
Science	Fundamental of Physics	(2nd ed.) Halliday Resnick & Walker	Wiley & Sons	Physics	2004/2005
Science	Fundamentals of Anatomy and Physiology	Martini	Prentice Hall	Physiology	2004/2005
Science	Glencoe Biology, CA Ed., 2007	Biggs, Hagins, Holliday, Kapicka, and Lundgren	Glencoe / McGraw-Hill	Biology	2007/2008
Science	Holt Biology CA Ed., 2008	Heithus and DeSalle	Holt, Rinehart, Winston	Biology	2007/2008
Science	Holt Earth Science CA Ed., 2007	Mead, DeGaetano, Pasachoff, and Allison	Holt, Rinehart, Winston	Earth Science	2007/2008
Science	Holt Physical Science	Ramsey	Holt Rinehart Winston	Earth Physical Science	2004/2005
Science	Human Biology	Mader, Sylvia	McGraw Hill- Glencoe	Medical Biology	2007/2008

Science	Introductory Chemistry, 6th ed. (2008)	Zumdahl & Decoste	Houghton Mifflin	Honors Chemistry	2008/2009
Science	Living in the Environment	Miller, Jr., G. Tyler	Thomson Brooks Cole	AP Environmental Science	2007/2008
Science	Physical Science: Concepts in Action, With Earth and Space Science, 2006	Frank, Wyssession, and Yancopoulos	Prentice Hall	Physical Science, Earth Science, Space Science	2007/2008
Science	Physics	Wilson & Buffa	Prentice Hall	Physics	2004/2005
Science	Physics for Scientists and Engineers, 7th ed.	Serway and Jewett	Thomson Brooks Cole	AP Physics	2008/2009
Science	Physics: Principles and Problems	Smoot	Glencoe	Physics	2004/2005
Science	World of Chemistry, 2007	Zumdahl, Zumdahl, DeCoste	McDougal Littel	Chemistry	2007/2008
Social Science	America: Pathways to the Present Modern American History	Clayton Isreals Reed Reed Winkler	Prentice Hall 2000 CA ed.	US History	2004/2005
Social Science	American Anthem - Modern American History	Ayers	Holt Rinehart & Winston	US History	2006/2007
Social Science	American Government: The Essentials, 11th ed., 2008	Wilson/Dilulio	Houghton Mifflin	AP Government	2008/2009

Social Science	American Govt. Institutions and Policies	Wilson J.	D.C. Heath/McDougal Littell	American Govt.	2004/2005
Social Science	American Pageant The: A History of the Republic	Bailey	D.C. Heath: Vol. 1 32.00 - Vol. 11 32.00	US History	2004/2005
Social Science	American Voices	Berkin et al	Scott Foresman	US History	2004/2005
Social Science	Economics	Pacemaker	Globe Fearon	Econ 1A	2004/2005
Social Science	Economics		AGS	Econ 1A	2004/2005
Social Science	Economics: Principles and Practices	Clayton G.	Glencoe	Economics	2004/2005
Social Science	Geography Alive! Regions and People; 2nd Ed. (2010)	Hart, Diane	TCI	Social Science	2009/2010
Social Science	His Excellency: George Washington, 1st ed. (2005)	Ellis, Joseph J.	Vintage	AP US History	2009/2010
Social Science	Macgruder's American Government	McClenaghan W.	Prentice Hall/2000 CA ed.	American Government	2004/2005
Social Science	Magruder's American Government, 2008.	McClenaghan, William A.	Prentice Hall	U.S. Government	2008/2009
Social Science	Modern World History: Patterns of Interaction	Beck	McDougal Littell	World History 1A-H	2004/2005

Social Science	Psychology	Myers et al	Worth	AP Psychology	2004/2005
Social Science	Psychology 7th Edition	Meyers	Worth	Psychology - AP	2004/2005
Social Science	Psychology and You, 2nd ed.	McMahon, McMahon, Romano	West/NTC	Psychology IC/2C	2007/2008
Social Science	Psychology, 9th ed., 2010.	Myers, David G.	Worth	Honors Psychology	2008/2009
Social Science	The American Pageant: A History of the Republic, 13th ed., 2006.	Bailey	Houghton Mifflin	U.S. History	2008/2009
Social Science	The Americans: Reconstruction to the 21st Century, 2009.	Danzer, Klor de Alva et al.	McDougal Littell	U.S. History	2008/2009
Social Science	Traditions and Encounters		Glencoe	AP World Hist	2004/2005
Social Science	United States Government: Democracy in Action; 2008 Edition	Remy, Richard C.	Glencoe	American Government	2009/2010
Social Science	World Geography	Boehm R.	Glencoe/2000 ed.	Geography	2004/2005
Social Science	World Geography	Lewinski	AGS	Geography 1A / Sheltered	2004/2005
Social Science	World Geography	Arreola, D et. al.	McDougal Littell	Geography	2006/2007
Social Science	World Geography and Cultures		Globe Fearon 2002	Hum 1 Geo 1R	2004/2005

Social Science	World Geography: Building a Global Perspective	Baerwald J. & Fraser C.	Prentice Hall/2000 ed.	Geog 1A/ 1C/ 1H & Global Studies	2004/2005
Social Science	World History: Connections to Today-The Modern Era	Esler A.	Prentice Hall/1999 CA ed.	Wrld Hist 1A/ 1C/ 1H	2004/2005
Social Science	World History: Understanding the History of our World	King	AGS	World Hist 1A/ Sheltered	2004/2005
World Languages	Abriendo Paso Gramatica	Diaz & Collins	ITP	Spanish	2004/2005
World Languages	Abriendo Paso Lectura	Diaz & Collins	ITP	Spanish 5S-6S	2004/2005
World Languages	AP Spanish Preparing for the Language Examination	Díaz, José	Pearson Education	AP Spanish Language	2007/2008
World Languages	Bon Voyage: Level 1-4		Glencoe	French	2004/2005
World Languages	Buen Viaje 1-4		Glencoe/ MCGraw Hill	Spanish	2005/2006
World Languages	DESCUBRE, nivel 1 - Lengua y cultura del mundo hispánico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007

World Languages	DESCUBRE, nivel 2 - Lengua y cultura del mundo hispanico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007
World Languages	Discovering French - Blue, Blanc, Rouge	Valette/Valette	D.C. Heath	French 1, 2, 3	2004/2005
World Languages	El Español para Nosotros, Level I & II		McGraw Hill / Glencoe	Spanish	2006/2007
World Languages	En Espanol		McDougal Littel	Spanish Level 1-4	2004/2005
World Languages	Encuentros Maravillosos		Scott Foresman	AP Spanish Lit/ Language	2006/2007
World Languages	Komm mit Levels I, II & III	Winkler	Holt-Rinehart	German	2004/2005
World Languages	Nuevas Vistas		Holt, Rinehart, Winston	Spanish	2006/2007
World Languages	Sendas Literarias	Walqui-van Lier & Barraza	Heinle & Heinle	Spanish	2004/2005