

School Accountability Report Card

Issued Spring 2013 for Academic Year 2011-12

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

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Scripps Ranch High School

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School Description and Mission Statement

Scripps Ranch High School (SRHS) is located in Scripps Ranch, a northern suburb of San Diego. The 32-acre campus is situated just east of Interstate 15 and north of the Marine Corps Air Station Miramar. The Mira Mesa/Scripps Ranch area is a close-knit, involved community that places great value on strong academic standards. This socially and economically diverse community has homes ranging from single-family estates to established tract housing. SRHS receives students from two local middle schools (Wangenheim and Marshall) via five local elementary schools (Dingeman, Ellen Browning Scripps, Hage, Jerabek, and Miramar Ranch). In addition, approximately 500 students from 40 elementary schools attend SRHS through the district's Program Improvement School Choice option, Voluntary Enrollment Exchange Program, and School Choice Program, adding diversity to an already integrated school population.

SRHS has been recognized as a California Distinguished School and a National Blue Ribbon School, received a six-year accreditation from the Western Association of Schools and Colleges (WASC), and received a medal in *U.S. News and World Report's* 2007 America's Best Schools rankings. Faculty and administration provide a challenging learning environment and consistently utilize current research and student data to improve programs and work toward student achievement.

Our mission is to prepare students for their future, including colleges and universities, military commitments, and/or careers. SRHS provides an environment that supports quality instructional programs driven by continuous improvement and innovation. These programs are measured by student progress and performance in an environment responsive to changing technologies. Parents, students, staff, and community are mutually responsible and accountable for success.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Outreach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Parent and community involvement at SRHS includes the Governance and School Site Council Committees and the SRHS Foundation. Representatives are actively involved in program booster clubs and program advisory committees. Many individual programs also have strong parent groups. Examples include Band Boosters, Football Boosters, and ROTC Boosters.

Please contact Shana Smith at ssmith100@san.rr.com if you want to get involved.

Data and Access

Most of the data in this SARC are from the 2011–12 school year or the two preceding years (2009–10 and 2010–11). Graduation, dropout, and fiscal data are from 2010–11. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

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 K–12 school districts and schools.

DataQuest

DataQuest is an on-line data tool (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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 5, 2011
9	616
10	595
11	573
12	592
TOTAL	2,376

Student Enrollment by Group (2011–12)

Student Group	Number of Students	Percentage of Enrollment
African American	129	5.4
Asian	231	9.7
Filipino	142	6.0
Hispanic	419	17.6
Indochinese	231	9.7
Native American	8	0.3
Pacific Islander	9	0.4
White (Not Hispanic)	1,086	45.7
Two or More Races	121	5.1
Socioeconomically Disadvantaged	503	21.2
English Learners	72	3.0
Students with Disabilities	115	4.8

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2009–10				2010–11				2011–12			
	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	33	3	20	51	33	5	10	49	32	5	14	44
Mathematics	33	2	26	42	34	1	22	40	33	2	22	42
Science	32	2	28	34	33	1	24	33	32	1	21	30
History–Social Science	34	2	13	43	34	2	7	34	34	2	10	37

School Climate

School Safety Plan (2011–12)

Last Review/Update: October 2012

Last Discussed with Staff: October 2012

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

SRHS’s school police officer and two campus security assistants keep the school grounds safe. Traffic before and after school is closely monitored.

All visitors during the school day must check in the main office and obtain a visitor’s badge to identify them while on campus. Visitors wishing to see a teacher should notify that teacher at least 24 hours prior to the meeting. Teachers must make arrangements to escort visitors while on campus. Visitors without appointments will be asked to make other arrangements.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school’s enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school’s enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2009–10		2010–11		2011–12	
		School	District	School	District	School	District
Suspensions	Number	140	13,199	178	12,693	168	10,362
	Rate per 100 students	5.86	11.39	7.21	10.71	7.07	9.23
Expulsions	Number	3	260	2	210	0	205
	Rate per 100 students	0.13	0.28	0.08	0.25	0.00	0.21

School Facilities

School Facility Conditions and Improvements (2012–13)

The school facility is 20 years old and continues to need ongoing maintenance. It is at maximum capacity and needs electrical and technological upgrades to support teaching and learning. School grounds, buildings, and restrooms are clean and in good repair. Restrooms and dining areas are cleaned daily. All restroom facilities are functional. All heating and ventilation systems are in good working order. The school uses the district work order system to initiate and follow up on repairs.

Our school received upgrades thanks to Proposition MM, including the addition of two classroom buildings, repair and replacement of outdated electrical systems, upgraded fire alarms, upgraded intercom security system, installation of surveillance cameras, repair of asphalt, code compliance to meet federal and state safety regulations, and improved access for the physically disabled.

A green technology building has been completed, and 10 sections of classes are held there each day. It is a beautifully constructed building that is like no other in the state. We are proud to have this building and the Green Technology courses taught at our site.

School Facility Good-Repair Status (2012–13)

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

Inspection Date:

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer					Facilities inspections are ongoing throughout the school year. This table will be updated when inspection results become available.
Interior: Interior surfaces					
Cleanliness: Overall, pest/vermin					
Electrical: Interior/exterior					
Restrooms/fountains					
Safety: Fire safety/hazardous materials					
Structural: Damage, roofs					
External: Playground, gates, fences					
Overall Rating					

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers’ qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2009–10	2010–11	2011–12	2011–12
Full credential and teaching in subject area	88	98		
Full credential but teaching outside subject area	3	3		
Without full credential	1	0		
Total	92	101		

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2012–13, the most current data are reported.

Indicator	2010–11		2011–12		2012–13	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2011–12)

The No Child Left Behind (NCLB) Act requires all teachers of core academic subjects to be “highly qualified.” In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at 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 with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Support Staff

Academic Counselors and Other Support Staff Members (2011–12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	475.20
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (Non-Teaching)	0.0	
Other	0.0	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2012–13)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected on October 29, 2012.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Are These Textbooks and Instructional Materials from the Most Recent Adoption?
English Language Arts	0	Yes
Health	0	Yes
History–Social Science	0	Yes
Mathematics	0	Yes
Science	0	Yes
Science Laboratory Equipment (grades 9–12)	0	Yes
Visual and Performing Arts	0	Yes
World Language	0	Yes

List of Textbooks and Instructional Materials Used in Core Subject Areas (2012–13)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at www.sandi.net/page/1605.

Instructional Planning and Scheduling

Professional Development

The Instructional Support Services Department collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening pedagogy and content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, Special Education students, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, they conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

School Finances

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2010–11)

This table displays this school’s expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school’s per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,900	\$1,003	\$3,897	\$63,152
District			\$5,026	\$64,014
Difference: School Site and District (%)			-22.5	-1.3
State			\$5,455	\$68,835
Difference: School Site and State (%)			-28.6	-8.3

Types of Services Funded (Fiscal Year 2011–12)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's 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 website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$38,347	\$41,455
Mid-Range Teacher Salary	\$58,269	\$66,043
Highest Teacher Salary	\$78,416	\$85,397
Average Principal Salary (Elementary School Level)	\$105,878	\$106,714
Average Principal Salary (Middle School Level)	\$109,361	\$111,101
Average Principal Salary (High School Level)	\$115,766	\$121,754
Superintendent Salary	\$245,192	\$223,357
Percentage of Budget for Teachers' Salaries	39%	39%
Percentage of Budget for Administrative Salaries	5%	5%

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The CSTs show how well students are doing in relation to the state's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history–social science in grades 8 and 9–11.

The CMA is an alternate assessment based on modified achievement standards. 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. The CMA includes ELA for grades 3–11; mathematics for grades 3–7, algebra I, and geometry; and science for grades 5, 8, and life science in grade 10.

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 CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

General information about the STAR Program and detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: star.cde.ca.gov.

STAR Program Results

STAR scores are ranked according to five "performance levels": Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

STAR: English–Language Arts

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
9	80.0	84.7	86.1	57.2	58.3	60.1	54	55	57
10	78.5	79.0	85.1	47.4	50.2	54.1	45	48	50
11	71.6	75.1	77.1	44.8	48.9	50.1	43	45	54

STAR: Mathematics

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
9	55.4	69.6	71.4	25.2	29.4	29.9	30	33	35
10	48.0	53.2	56.7	17.4	21.8	23.0	24	24	27
11	46.6	48.3	47.2	17.2	19.3	20.1	22	24	24

STAR: Grade-Level Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
10	52.6	53.9	69.2	43.0	48.3	54.7	46	50	53

STAR: End-of-Course Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
9	56.0	58.0	61.9	37.6	40.0	42.7	43	46	49
10	60.9	63.1	78.5	36.7	41.1	47.4	39	41	45
11	82.3	78.9	80.8	34.8	33.5	36.7	38	39	43

STAR: History–Social Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
9	84.0	93.8	95.2	54.6	51.5	58.1	45	48	50
10	67.3	71.8	75.0	38.7	42.6	46.2	44	45	46
11	75.2	73.7	76.0	44.6	47.1	47.2	44	46	47

The following table shows the percentage of all students, at this school and in the district, who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

2011–12 STAR: All Students

Student Group	Percentage of Students Scoring at Proficient or Advanced Levels*				
	English–Language Arts	Mathematics	Grade-Level Science	End-of-Course Science	History–Social Science
All at this school	82.8	58.5	69.2	73.2	78.2
All in the district	60.4	50.9	42.4	63.9	50.2

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

2011–12 STAR Student Groups: English–Language Arts

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	86.8	85.5	6.3	88.5	56.6	93.1	43.8	87.4
10	84.3	85.9	*	85.5	66.7	89.7	38.9	86.6
11	76.4	77.7	0.0	78.9	60.3	81.5	41.7	77.9

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Mathematics

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	72.6	70.3	40.0	72.6	42.0	78.8	13.6	73.8
10	60.6	53.1	*	56.8	41.1	60.5	38.5	57.2
11	48.3	46.3	41.7	47.4	33.0	50.9	33.3	47.6

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Grade-Level Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
10	70.4	68.1	*	69.9	53.6	73.0	44.4	70.0

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: End-of-Course Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	62.2	61.6	15.8	63.5	21.9	72.0	6.9	64.9
10	79.3	77.8	*	79.2	66.3	81.5	40.0	79.6
11	78.7	82.6	23.1	82.1	64.1	85.2	61.5	81.2

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: History–Social Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	93.0	96.8	*	96.3	66.7	97.4	*	96.3
10	84.3	65.9	*	75.7	58.2	79.1	29.2	77.3
11	82.0	70.6	14.3	77.6	64.1	79.2	68.8	76.2

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
9	65.4	94.3	82.8	68.5	87.8	*	*	92.5	—
10	70.0	92.5	80.5	64.2	83.9	*	*	92.4	—
11	68.3	81.7	73.3	58.9	80.7	—	*	84.1	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
9	48.0	91.4	69.0	41.5	86.0	*	*	77.6	—
10	35.0	78.8	46.3	33.0	69.1	*	*	60.2	—
11	35.0	68.3	48.3	30.7	52.6	—	*	49.8	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
10	50.0	82.7	61.0	54.3	76.8	*	*	72.7	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Group: End-of-Course Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
9	19.2	90.0	51.7	29.6	74.0	*	*	69.9	—
10	55.6	86.5	74.4	60.5	83.9	*	*	83.9	—
11	70.7	87.9	75.9	57.3	79.3	—	*	89.5	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
9	*	—	*	82.4	—	—	*	95.8	—
10	66.7	88.2	65.7	56.8	77.6	*	*	80.9	—
11	76.9	79.7	82.8	56.5	74.6	—	*	81.1	—

* = 10 or fewer students tested; — = no data available for this field.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English–language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE website at cahsee.cde.ca.gov/.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

CAHSEE Results for All Grade 10 Students by Performance Level: Three-Year Comparison

This table displays the percentage of grade 10 students achieving at the Proficient or Advanced level in English–language arts and mathematics.

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English–Language Arts	80.0	87.0	87.0	53	60	57	54	59	56
Mathematics	83.0	83.0	88.0	56	59	61	54	56	58

* = 10 or fewer students tested; — = no data available for this field.

2011–12 CAHSEE Results by Grade 10 Student Group

This table displays the percentage of grade 10 students, by student group, who achieved each performance level in ELA and mathematics for the most recent (2011–12) CAHSEE testing period.

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	13.0	22.0	65.0	12.0	38.0	50.0
African American	18.0	41.0	41.0	32.0	64.0	5.0
Asian	8.0	26.0	66.0	5.0	30.0	65.0
Filipino	5.0	34.0	61.0	7.0	51.0	41.0
Hispanic	39.0	20.0	41.0	32.0	36.0	32.0
Indochinese	—	—	—	—	—	—
Native American	—	—	—	—	—	—
Pacific Islander	7.0	18.0	75.0	7.0	37.0	56.0
White (not Hispanic)	14.0	14.0	73.0	18.0	41.0	41.0
Two or More Races	15.0	24.0	61.0	11.0	37.0	52.0
Male	12.0	20.0	68.0	13.0	38.0	48.0
Female	83.0	7.0	10.0	69.0	28.0	3.0
Economically Disadvantaged	73.0	9.0	18.0	73.0	18.0	9.0
English Learners	32.0	29.0	39.0	29.0	44.0	28.0
Students with Disabilities	—	—	—	—	—	—
District Totals	43	25	33	24	39	37

* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2011–12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met 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 at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.8	19.4	65

* = 10 or fewer students tested; — = no data available for this field.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the API website at www.cde.ca.gov/ta/ac/ap/.

API 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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	10	10
Similar Schools	3	8	7

API Changes by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: A dash (—) means that the student group is not numerically significant for the years shown, "B" means the school did not have a valid 2011 API Base and therefore will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

Student Group	Actual API Change		
	2009–10	2010–11	2011–12
All Students at the School	34	6	17
African American	—	49	—
Asian	30	7	11
Filipino	21	-1	—
Hispanic	58	8	6
Native American	—	—	—
Pacific Islander	—	—	—
White (not Hispanic)	28	-1	20
Two or More Races	—	—	—
Socioeconomically Disadvantaged	55	21	0
English Learners	52	5	-4
Students with Disabilities	76	—	—

2012 API Growth Comparison by Student Group

This table displays, by student group, the number of students included in the API and the 2012 Growth API scores at the school, district, and state levels.

Note: A dash (—) means that the student group is not numerically significant, "B" means the school did not have a valid 2011 API Base and therefore will not have any 2012 growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

Student Group	2012 Growth API					
	School		District		State	
	Number of Students	API Score	Number of Students	API Score	Number of Students	API Score
All Students at the School	1694	900	79,205	808	4,664,264	788
African American	89	840	7,725	739	313,201	710
Asian	357	934	7,418	881	404,670	905
Filipino	98	901	5,060	870	124,824	869
Hispanic	285	806	35,701	746	2,425,230	740
Native American	5	—	221	812	31,606	742
Pacific Islander	6	—	519	786	26,563	775
White (not Hispanic)	773	924	18,673	898	1,221,860	853
Two or More Races	80	898	3,800	878	88,428	849
Socioeconomically Disadvantaged	351	814	50,699	756	2,779,680	737
English Learners	157	719	29,484	728	1,530,297	716
Students with Disabilities	92	679	9,587	627	530,935	607

Adequate Yearly Progress

The federal NCLB 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 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 rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2011–12)

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 AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—English—Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English—Language Arts	No	No
Percentage Proficient—Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (2011–12)

Schools that receive funding from the federal government under Title I must enter federal 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. Detailed information about PI identification can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Does not receive Title I funds	In PI
First Year of Program Improvement		2009–10
Year in Program Improvement		3
Number of Schools Currently in Program Improvement*		130
Percentage of Schools Currently in Program Improvement*		58.3

* Includes charter schools

School Completion and Postsecondary Preparation (Secondary Schools)

Admission Requirements for California 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 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 University of California website at: admission.universityofcalifornia.edu/index.html.

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 website at www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

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 *DataQuest* website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate (one-year)		0.1	0.1		8.3	5.8		16.6	14.4
Graduation Rate		98.0	97.1		82.2	85.5		74.8	76.3

Completion of High School Graduation Requirements

Since the graduating class of 2007, students in California public schools have been required to pass both the English–language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. This table displays, by student group, the percentage of students who began the 2011–12 school year in grade 12 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 website at www.cde.ca.gov/ta/tg/hs/.

Note: An asterisk (*) means that the student group is not numerically significant. A dash (—) means that data are not available for this measure. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.

Group	Graduating Class of 2012		
	School	District	State
All Students	97.8	86.4	
African American	88.8	81.5	
Asian	100	91.4	
Filipino	100	92.8	
Hispanic	97.1	82.7	
Indochinese	98.4	89.6	
Native American	*	96.8	
Pacific Islander	*	100.0	
White (not Hispanic)	97.8	90.2	
Two or More Races	100	92.3	
Socioeconomically Disadvantaged	91.6	87.2	
English Learners	27.7	25.5	
Students with Disabilities	86.9	37.2	

Career Technical Education Programs (2011–12)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single, defined field of study, (b) passing of the pre- and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course, which may be funded through the Regional Occupational Programs. The career pathways are organized within the context of the state-defined 15 different industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of study often fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Scripps Ranch High School offers CTE programs in the following areas:

- Arts, Media, and Entertainment
- Child Development and Teaching Careers
- Computer Graphic Design and Screen Printing
- Culinary Arts
- Green Technology
- Principles of Engineering

Career Technical Education Participation (2011–12)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recent completed school year.

“Pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“CTE courses sequenced between the school and postsecondary institutions” is the number of CTE courses the school offers that are linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure	CTE Program Participation
Number of pupils participating in CTE	
Pupils earning a high school diploma who also completed a CTE program (%)	
CTE courses sequenced between the school and postsecondary institutions (%)	

Courses for University of California and/or California State University Admission (2011–12)

This table displays, for the most recent year for which data are available, two measures related to the school’s courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at dq.cde.ca.gov/dataquest/.

Measure	Courses Required for UC/CSU Admission
Percentage of Students Enrolled in Courses	68
Percentage of Graduates Who Completed All Courses	70

Advanced Placement Courses (2011–12)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	1	
English	2	
History–Social Science	3	
Mathematics	2	
Science	2	
Visual and Performing Arts	4	
World Languages	4	
Total	18	

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
High School Level					
ELA	9	English 1,2	<i>Literature for California</i> , Grade 9, McDougal Littell	2008	2008–09
ELA	10	English 3,4	<i>Literature for California</i> , Grade 10, McDougal Littell	2008	2008–09
ELA	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2007	2008–09
ELA	11	American Literature 1,2	<i>The Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11	American Literature 1,2 Honors	<i>The Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , Prentice Hall or <i>Legacies</i> , Thomson Learning	2002	2003–04
ELA	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2006	2003–04
ELA	11	English Language & Composition AP 1,2	<i>Readings for Writers</i> , Thomson and <i>Norton Reader</i> , Norton	2004	2004–05
ELA	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2002	2004–05

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
ELA	11–12	English Literature & Composition AP 1,2	<i>Reading Fiction, Poetry, and Drama</i> , Glencoe/McGraw-Hill	2007	2009–10
ELA	11–12	Writers Workshop 1,2	<i>Steps to Writing Well</i> , Thomson or <i>Writers Inc</i> , Great Source	2002 / 2001	2003–04
ELA	12	Contemporary Communications 1,2	<i>Elements of Literature Sixth Course: Literature of Britain with World Classics</i> , Holt, Rinehart & Winston	2003	2003–04
ELD	9–12	ESL Newcomers 9th–12th	<i>Word by Word Basic Picture Dictionary</i> , Longman	1995	2002–03
ELD	9–12	ESL 1-2	<i>Champion—Red Level</i> , Ballard & Tighe <i>Keys to Learning</i> , Pearson Longman	2008 2005	2008–09 2008–09
ELD	9–12	ESL 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe	2007	2008–09
ELD	9–12	ESL 3-4	<i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2007	2008–09
ELD	9–12	ESL 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2007	2008–09
Health	9	Health 9th	<i>Health and Safety for You</i> , Glencoe	1987	n/a
Health	10	Health and Driver Education 1	<i>Glencoe Health: A Guide to Wellness</i> , Glencoe/McGraw-Hill	1996	1996–97
H-SS	10	Modern World History & Geography 1,2	<i>Modern World History: Patterns of Interaction, California Edition</i> , McDougal Littell	2006	2008–09
H-SS	10	World History 1,2 Advanced	<i>World History: Modern Times, California Edition</i> , Glencoe	2006	2005–06
H-SS	10	World History 1-2 AP	<i>The Earth and Its Peoples</i> , McDougal Littell	2008	2008–09
H-SS	10-12	European History 1,2 AP	<i>Western Civilization</i> , Thomson	2003	2004–05
H-SS	10-12	Psychology 1,2 AP	<i>Introduction to Psychology: Gateways to Mind & Behavior</i> , Thomson or <i>Psychology</i> , Bedford, Freeman & Worth	2004	2003–04
H-SS	11	U.S. History & Geography 1,2	<i>The Americans: Reconstruction to the 21st Century, California Edition</i> , McDougal Littell	2006	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	<i>A People and a Nation</i> , McDougal Littell	2008	2008–09
H-SS	11	U.S. History 1,2 AP	<i>American History: A Survey</i> , Glencoe/McGraw-Hill	2007	2008–09
H-SS	12	Principles of Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003	2003–04
H-SS	12	Government 1	<i>United States Government: Democracy in Action</i> , Glencoe	2003	2003–04
H-SS	12	American Government in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004	2004–05
H-SS	12	Government & Politics: United States AP	<i>Government in America</i> , Prentice Hall	2002	2003–04
H-SS	12	Micro Economics 1 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macro Economics 2 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
Math	9	Algebra Exploration 9th 1-2	<i>Algebra Connections</i> , CPM	2006	2007–08
Math	9–12	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009–10
Math	9–10	Geometry 1-2 Advanced	<i>Geometry</i> , McDougal Littell	2004	2004–05
Math	9–12	Geometry 1-2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2008	2009–10
Math	10–12	Unifying Algebra & Geometry 1-2	<i>MathMatters Book 3</i> , Glencoe	2001	2002–03
Math	10–12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Holt	2004	2005–06
Math	10	Intermediate Algebra 1-2 Advanced	<i>Algebra 2, California Edition</i> , Glencoe	2005	2005–06
Math	11–12	Precalculus 1-2 Honors	<i>Precalculus: Graphical, Numerical, Algebraic</i> , Prentice Hall	2004	2004–05
Math	11–12	Precalculus 1-2	<i>Precalculus</i> , Prentice Hall	2004	2004–05
Math	11–12	Statistics and Data Analysis 1-2	<i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i> , Key Curriculum Press	2002	2003–04
Math	11–12	Statistics 1-2 AP	<i>The Practice of Statistics</i> , Bedford, Freeman and Worth	2003	2003–04
Math	11–12	Topics in Discrete Mathematics 1,2	<i>Finite Mathematics and Calculus with Applications</i> , Prentice Hall	2002	2003–04
Math	12	Calculus AB 1,2 AP	<i>Calculus: Graphical, Numerical, Algebraic</i> , Pearson Prentice Hall	2003	2004–05
Science	9–12	Earth Science 1,2	<i>Holt Earth Science, California Edition</i> , Holt Rinehart Winston	2007	2007–08
Science	9–12	Physics 1,2	<i>Conceptual Physics</i> , Pearson Prentice Hall	2006	2007–08
Science	9–12	Physics 1,2 Advanced	<i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2008	2007–08
Science	11–12	Physics B 1,2 AP	<i>Physics</i> , Prentice Hall	2003	2005–06
Science	11–12	Physics C 1,2 AP	<i>Physics for Scientists and Engineers</i> , Cengage	2008	2008–09
Science	9–12	Chemistry 1,2	<i>Chemistry, California Edition</i> , Prentice Hall	2007	2009–10

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Science	9–12	Chemistry 1,2 Honors	<i>Principles of General Chemistry</i> , Glencoe McGraw-Hill	2010	2009–10
Science	11–12	Chemistry 1,2 AP	<i>Chemistry: The Central Science</i> , Prentice Hall	2009	2009–10
Science	9–12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt	2003	2004–05
Science	9–12	Biology 1,2 Advanced	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2003	2005–06
Science	11–12	Biology 1,2 AP	<i>Biology</i> , Pearson Prentice Hall	2005	2005–06
Science	11–12	Marine Science ,2	<i>Oceanography: An Invitation to Marine Science</i> , Thomson	2007	2007–08
Science	11–12	Physiology 1,2	<i>Principles of Anatomy and Physiology</i> , Wiley	2006	2005–06
Science	11–12	Environmental Science 1,2 AP	<i>Environmental Science: Earth as a Living Planet</i> , Wiley	2005	2005–06
VAPA	9–12	Band 1,2 Beginning, Intermediate, Advanced	Site-selected music	n/a	2005–06
VAPA	9–12	Choir 1,2	<i>Exploring Choral Music Intermediate Mixed</i> , Glencoe; <i>High School Sight-Singer Volumes 1-5</i> , Masterworks Press	2005 1997	2006–07
VAPA	9–12	Choir 3,4	<i>Exploring Choral Music Proficient Mixed</i> , Glencoe ; <i>High School Sight-Singer Volumes 1-5</i> , Masterworks Press	2005 1997	2006–07
VAPA	9–12	Choir 5,6	<i>Exploring Choral Music Advanced Mixed</i> , Glencoe; <i>Easy Rhythm Site-Singing Volumes 1-5</i> , Masterworks Press	2005 1997	2006–07
VAPA	9–12	Choir 7,8	<i>Exploring Choral Music Proficient Treble</i> , Glencoe; <i>Easy Rhythm Site-Singing Volumes 1-5</i> , Masterworks Press	2005 1997	2006–07
VAPA	9–12	Choral Ensemble 1,2 Advanced	<i>Essential Elements of Choir Musicianship</i> , Glencoe	2002	2004–05
VAPA	10–12	Electronic Music Laboratory 1,2	<i>The "What's A" Series</i> , Hal Leonard	1990	1993–94
VAPA	9–12	Guitar 1,2	<i>The Art of Guitar: Beginning Class Method</i> , Kjos	1997	2000–01
VAPA	9–12	Guitar 3,4	<i>The Arty of Guitar: Beginning Class Method</i> , Kjos	1997	2000–01
VAPA	9–12	Instrumental Ensemble 1,2	Site-selected music	n/a	2006–07
VAPA	9–12	Jazz Ensemble 1,2	Site-selected music	n/a	n/a
VAPA	10–12	Music Appreciation 1,2	<i>Music: An Appreciation</i> , McGraw-Hill	2008	2009–10
VAPA	9–12	Music Theory 1,2	Site-selected music	n/a	n/a
VAPA	10–12	Music Theory 1,2 AP	<i>Music in Theory and Practice</i> , Glencoe/McGraw-Hill <i>Musician's Guide to Aural Skills</i> , Norton	2003 2005	2006–07
VAPA	9–12	Orchestra 1,2	Site-selected music	n/a	2005–06
VAPA	9–12	Piano 1,2; 3,4; 5,6	Site-selected music	n/a	n/a
VAPA	9–12	Introduction to Technical Theatre 1,2	n/a	n/a	n/a
VAPA	9–12	Musical Theatre Workshop 1,2	n/a	n/a	n/a
VAPA	9–12	Technical Theatre 1,2	n/a	n/a	n/a
VAPA	9–12	Theatre 1,2; 3,4; 5,6; 7,8	<i>Theatre: Art in Action</i> , Glencoe <i>Drama for Reading and Performance, Collections I and II</i> , Perfection	1999 2000	2002–03
VAPA	10–12	Advertising Art 1,2	Resource Library		2004–05
VAPA	9–12	Art 1,2	<i>Exploring Visual Design</i> , Davis <i>ArtTalk</i> , Glencoe/ McGraw-Hill,	2000 2000	2001–02
VAPA	10–12	Art History 1,2	None	n/a	n/a
VAPA	10–12	Art History 1,2 AP	<i>Gardner's Art Through the Ages: A Global History, 13th</i> , Holt McDougal	2009	2009–10
VAPA	10–12	Ceramics 1,2; 3,4	<i>The Potter's Wheel</i> , Barron's; <i>Claywork</i> , Davis	1999 1995	2001–02
VAPA	10–12	Color and Design 1,2	Resource Library	n/a	2004–05
VAPA	10–12	Commercial Art 1,2	Resource Library	n/a	2004–05
VAPA	9–12	Design in Mixed Media 1,2; 3,4	<i>The Visual Experience</i> , Davis	2005	2005–06
VAPA	10–12	Drawing and Painting 1,2	Resource Library	n/a	2004–05
VAPA	9–12	Film Arts 1,2	None	n/a	n/a
VAPA	10–12	Individualized Art 1,2	None	n/a	n/a
VAPA	9–12	Individualized Art Studio 1,2	None	n/a	n/a
VAPA	10–12	Printmaking 1,2	<i>2D: Visual Basics for Designers</i> , Thomson Learning	2007	2007–08
VAPA	12	Senior Art Studio 1,2	Resource Library	n/a	2005–06

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
VAPA	11–12	Studio Art, Drawing Portfolio 1,2 AP	<i>Launching the Imagination</i> , Glencoe/ McGraw-Hill	2008	2008–09
VAPA	11–12	Studio Art, 2-D Design 1,2 AP	<i>Launching the Imagination</i> , Glencoe/McGraw-Hill	2008	2008–09
VAPA	11–12	Studio Art, 3-D Design 1,2 AP	<i>Launching the Imagination</i> , Glencoe/McGraw-Hill	2008	2008–09
VAPA	9–12	Three-Dimensional Design 1,2; 3,4	None	n/a	n/a
WL	9–12	American Sign Language 1-2	<i>Learning American Sign Language</i> , Pearson	2004	2004–05
WL	9–12	American Sign Language 3-4	<i>Signing Naturally Curriculum, Level 2</i> , Dawn Sign Press	1988	1996–97
WL	9–12	Filipino 1-2	<i>Learn Filipino: Book 1</i> , Magsimba Press	2008	2008–09
WL	9–12	Filipino 3-4	<i>Learn Filipino: Book 1</i> , Magsimba Press	2008	2008–09
WL	9–12	Filipino 5-6	<i>Learn Filipino: Book 2</i> , Magsimba Press	2008	2008–09
WL	10–12	Filipino 7-8	Site-selected materials		n/a
WL	9–12	French 1-2	<i>Bien Dit! Level 1</i> , Holt McDougal	2008	2009–10
WL	9–12	French 3-4	<i>Bien Dit! Level 2</i> , Holt McDougal	2008	2010–11
WL	9–12	French 5-6	<i>Bon Voyage Level 2</i> , Glencoe/McGraw-Hill	2002	2003–04
WL	10–12	French 7-8	<i>Bon Voyage Level 3</i> , Glencoe/McGraw-Hill	2002	2004–05
WL	10–12	French 7-8 Honors	<i>Bon Voyage Level 3</i> , Glencoe/McGraw-Hill	2002	2004–05
WL	9–12	French Language 1-2 AP	<i>Bravo!</i> , Heinle & Heinle	2004	2003–04
WL	9–12	German 1-2	<i>Komm Mitt! Level 1</i> , Holt McDougal	2006	2009–10
WL	9–12	German 3-4	<i>Komm Mitt! Level 2</i> , Holt McDougal	2006	2009–10
WL	9–12	German 5-6	<i>Deutsch Aktuell 3</i> , EMC/Paradigm	1999	2002–03
WL	10–12	German 7-8	<i>Fokus Deutsch: Level 3</i> , Glencoe	2000	2003–04
WL	10–12	German Language 1-2 AP	<i>Kaleidoskop: Kulture, Literatur, und Grammatik</i> , McDougal Littell	2002	2003–04
WL	9–12	Japanese 1-2	<i>Adventures in Japanese, Level 1</i> , Cheng & Tsui	2002	2004–05
WL	9–12	Japanese 3-4	<i>Adventures in Japanese, Level 2</i> , Cheng & Tsui	2004	2005–06
WL	9–12	Japanese 5-6	<i>Adventures in Japanese, Level 3</i> , Cheng & Tsui	2001	2006–07
WL	10–12	Japanese 7-8	<i>Adventures in Japanese, Level 4</i> , Cheng & Tsui	2001	2007–08
WL	10–12	Japanese 7-8 Honors	<i>YooKoso! Continuing with Contemporary Japanese</i> , Glencoe/McGraw-Hill	2006	2008–09
WL	9–12	Latin 1-2	<i>Jenney's First Year Latin</i> , Prentice Hall	1989	2000–01
WL	9–12	Latin 3-4	<i>Jenney's Second Year Latin</i> , Prentice Hall	1990	2000–01
WL	9–12	Latin 5-6	<i>Jenney's Third Year Latin</i> , Prentice Hall	1990	n/a
WL	10–12	Latin 7-8	<i>Vergil's Aeneid, Books I–IV</i>	1999	n/a
WL	10–12	Latin: Vergil 1-2 AP	<i>Vergil's Aeneid, Books I–IV</i>	1999	n/a
WL	9–12	Spanish 1-2	<i>Avancemos! Level 1</i> , Holt McDougal	2007	2009–10
WL	9–12	Spanish 3-4	<i>Avancemos! Level 2</i> , Holt McDougal	2010	2010–11
WL	9–12	Spanish 5-6	<i>En Espanol! Level 3</i> , McDougal Littell	2004	2003–04
WL	10–12	Spanish 7-8	<i>Conexiones: Comunicacion y Cultura</i> , Prentice Hall	2005	2004–05
WL	10–12	Spanish 7-8 Honors	<i>Conexiones: Comunicacion y Cultura</i> , Prentice Hall	2005	2004–05
WL	9–12	Spanish Language 1-2 AP	<i>Abriendo Paso: Lectura</i> , Prentice Hall; <i>Abriendo Paso: Gramatica</i> , Prentice Hall; <i>Triangulo</i> , Wayside	2004	2003–04
WL	10–12	Spanish Literature 1-2 AP	<i>Abriendo Puertas: Tomo I and Tomo II</i> , McDougal Littell	2003	n/a
WL	9–12	Spanish for Spanish Speakers 1-2	<i>Nuevas Vistas: Curso de Introduccion</i> , Holt McDougal	2006	2007–08
WL	9–12	Spanish for Spanish Speakers 3-4	<i>Nuevas Vistas: Curso Uno</i> , Holt McDougal	2006	2007–08
WL	9–12	Spanish for Spanish Speakers 5-6	<i>Nuevas Vistas: Curso Dos</i> , Holt McDougal	2006	2007–08

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Science; VAPA = Visual & Performing Arts; WL = World Languages