

School Accountability Report Card

Issued Spring 2017 for Academic Year 2015–16

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

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.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

San Diego School of Creative and Performing Arts

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Timothy Farson, Principal

School Description and Mission Statement

The San Diego School of Creative and Performing Arts (SDSCPA) is an audition-only, dedicated public magnet school for passionate and talented young artists with the discipline and commitment to achieve in the arts and academics. Students develop and refine technique while discovering and enhancing their own individual style. Students audition for a program of study in the areas of dance, theatre (acting, musical theatre, and technical theatre and design), visual and media arts (2- and 3-dimensional, photography, and cinematic arts), or music (vocal and instrumental) and must follow a strict series of artistic courses in preparation for postsecondary study in the arts.

SDSCPA attracts students in grades 6 through 12 from across the county. The 40-acre campus is designed as a multilevel creative and performing arts center. Features include three performances spaces (the 2,000-seat Circle of the Sun Amphitheater, 400-seat Florence Johnson Grand Theatre, and 90-seat Ole Kittleson Little Theater); five dance studios; a visual arts complex with a photo lab, clay yard, visual, graphic, and state-of-the-art film production studio; a music complex with piano lab and four music rooms; a scene shop; costume and prop facilities; a media center with computer lab; 74 academic classrooms; and large grassy areas for creative inspiration.

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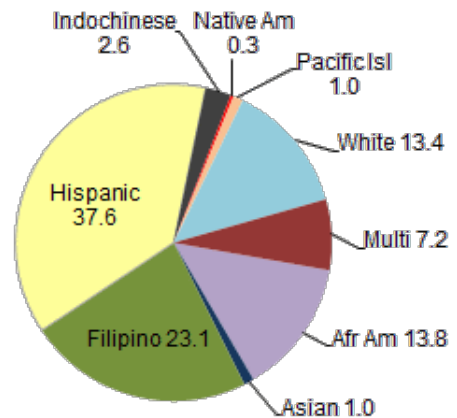


About This School

At a Glance: 2015–16

School type:	Atypical
Schedule:	Traditional
Grade levels:	6–12
Total enrollment:	1,422
Total teachers:	60
Per-pupil expenditure (fiscal year 14–15):	\$6,195

Enrollment Breakdown



Student Enrollment by Grade Level

Grade Level	Enrollment on October 7, 2015
6	226
7	207
8	212
9	204
10	213
11	160
12	200
Total	1,422

Student Enrollment by Group (2015–16)

Student Group	Number of Students	Percentage of Enrollment
African American	171	12.0
Asian	12	0.8
Filipino	315	22.2
Hispanic	559	39.3
Indochinese	28	2.0
Native American	4	0.3
Pacific Islander	14	1.0
White (Not Hispanic)	197	13.9
Two or More Races	122	8.6
Socioeconomically Disadvantaged	815	57.3
English Learners	68	4.8
Students with Disabilities	126	8.9
Foster Youth	5	0.4

Attendance

Year	Attendance for Year (%)
11–12	96.15
12–13	95.92
13–14	93.82
14–15	96.53
15–16	96.52

Business and Community Partners

Artists and Allied Crafts • Asian Film Festival • California Student Opportunity and Access Program (Cal-SOAP) • Clay Artists of San Diego Unified School District • Friends of SCPA • International Alliance of Theatrical Stage Employees • La Jolla Music Society • La Jolla Playhouse • Moving Picture Technicians • Museum of Photographic Art (MOPA) • Old Globe • PAC Arts • Playwrights Project • San Diego Film Festival • San Diego Museum of Art • San Diego Opera • San Diego State University • San Diego Symphony • Stage 7 Dance—Kathryn Irely • The California Ballet • The California Center of the Arts—Escondido • The San Diego Repertory Theater

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Data and Access

Most of the data in this SARC are from the 2015–16 school year or the two preceding years (2013–14 and 2014–15). Graduation, dropout, and fiscal data are from 2014–15. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2016–17 school year. 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/.

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.

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

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
	2014–15	2015–16	2016–17	2016–17
With full credential and teaching in subject area	61	57	53	4,243
With full credential but teaching outside area of competence	0	4	6	349
Without full credential	2	0	1	30
Total	63	61	60	4,622

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

Indicator	2014–15	2015–16	2016–17
Misassignments of teachers of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2015–16)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA 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 ESEA 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 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	95.3	4.7
All schools in district	96.1	3.9
High-poverty schools in district	95.9	4.1
Low-poverty schools in district	97.3	2.7

Quality, Currency, and Availability of Textbooks and Instructional Materials (2016–17)

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 in October 2016.

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

List of Textbooks and Instructional Materials Used in Core Subject Areas (2016–17)

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), including the year of adoption, 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 current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at www.sandiegounified.org/course-study

School Facility Conditions and Planned Improvements

SCPA’s cleanliness meets district standards in all areas. Lighting, heating, cooling, and noise negation also meet all standards. The school’s fire alarm system is in good working order and the school’s technology infrastructure is being upgraded continually. A state-of-the-art video surveillance system designed to ensure the safety of students allows for real-time remote monitoring and recording of activity on campus. Our custodial staff consists of one part-time and four full-time members who maintain a clean campus at all times. The district’s Physical Plant Operations department addresses minor maintenance needs.

School Facility Good-Repair Status

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

Date of most recent inspection: 12/1/16

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, HVAC, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pests/vermin		✓			
Electrical: Interior/exterior			✓		lights out, missing diffusers - in progress
Restrooms/fountains: sinks, plumbing			✓		loose toilets and faucets, low pressure - in progress
Safety: Fire safety, hazardous materials		✓			
Structural: Damage, roofs		✓			
External: School grounds, playground, windows, gates, fences		✓			
Overall Rating: 93.92%		✓			

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

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists the California Alternate Assessments (CAAs) in ELA and math, which replaced the California Alternate Performance Assessment (CAPA) in 2015 and are aligned with alternate achievement standards linked to the Common Core State Standards for students with significant cognitive disabilities.

CAASPP scores are ranked according to four “performance levels”: Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

CAASPP: All Students

The following table shows the percentage of all students tested in the last two years whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

Subject Area	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (Grades 3–8, 11)	56	55	49	54	44	48
Mathematics (Grades 3–8, 11)	35	31	39	42	34	36

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

The following tables show the 2015–16 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2015–16, ELA, Grade 6

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	221	215	97.29	46.98
Male	93	90	96.77	35.56
Female	128	125	97.66	55.20
African American	20	19	95.00	31.58
Asian	—	—	—	—
Filipino	51	50	98.04	64.00
Hispanic	107	105	98.13	38.10
Native American	—	—	—	—
Pacific Islander	—	—	—	—
White (not Hispanic)	13	11	84.62	72.73
Two or More Races	23	23	100.00	56.52
Socioeconomically Disadvantaged	153	150	98.04	38.67
English Learners	28	27	96.43	11.11
Students with Disabilities	29	28	96.55	14.29
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, ELA, Grade 7

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	200	199	99.50	58.29
Male	73	72	98.63	44.44
Female	127	127	100.00	66.14
African American	22	22	100.00	27.27
Asian	—	—	—	—
Filipino	57	57	100.00	71.93
Hispanic	85	85	100.00	45.88
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	22	21	95.45	85.71
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	128	127	99.22	49.61
English Learners	11	11	100.00	0
Students with Disabilities	30	29	96.67	17.24
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, ELA, Grade 8

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	216	213	98.61	42.65
Male	76	76	100.00	30.26
Female	140	137	97.86	49.63
African American	34	34	100.00	24.24
Asian	—	—	—	—
Filipino	51	51	100.00	52.94
Hispanic	85	84	98.82	33.33
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	23	23	100.00	78.26
Two or More Races	16	15	93.75	28.57
Socioeconomically Disadvantaged	149	146	97.99	36.81
English Learners	16	16	100.00	6.25
Students with Disabilities	24	23	95.83	9.09
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, ELA, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	162	156	96.30	80.52
Male	60	58	96.67	75.86
Female	102	98	96.08	83.33
African American	24	23	95.83	69.57
Asian	—	—	—	—
Filipino	40	40	100.00	92.50
Hispanic	42	42	100.00	62.50
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	36	31	86.11	93.55
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	77	77	100.00	71.05
English Learners	—	—	—	—
Students with Disabilities	15	15	100.00	26.67
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 6

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	221	214	96.83	24.30
Male	93	90	96.77	23.33
Female	128	124	96.88	25.00
African American	20	19	95.00	10.53
Asian	—	—	—	—
Filipino	51	50	98.04	52.00
Hispanic	107	104	97.20	11.54
Native American	—	—	—	—
Pacific Islander	—	—	—	—
White (not Hispanic)	13	11	84.62	45.45
Two or More Races	23	23	100.00	21.74
Socioeconomically Disadvantaged	153	149	97.39	15.44
English Learners	28	27	96.43	0
Students with Disabilities	29	28	96.55	7.14
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 7

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	200	199	99.50	41.21
Male	73	72	98.63	31.94
Female	127	127	100.00	46.46
African American	22	22	100.00	27.27
Asian	—	—	—	—
Filipino	57	57	100.00	52.63
Hispanic	85	85	100.00	30.59
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	22	21	95.45	66.67
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	128	127	99.22	35.43
English Learners	11	11	100.00	0
Students with Disabilities	30	29	96.67	6.90
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 8

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	216	213	98.61	20.38
Male	76	76	100.00	26.32
Female	140	137	97.86	17.04
African American	34	34	100.00	3.03
Asian	—	—	—	—
Filipino	51	51	100.00	39.22
Hispanic	85	84	98.82	10.71
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	23	23	100.00	36.36
Two or More Races	16	15	93.75	6.67
Socioeconomically Disadvantaged	149	146	97.99	15.28
English Learners	16	16	100.00	0
Students with Disabilities	24	23	95.83	0
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	162	151	93.21	43.33
Male	60	57	95.00	47.37
Female	102	94	92.16	40.86
African American	24	23	95.83	17.39
Asian	—	—	—	—
Filipino	40	40	100.00	55.00
Hispanic	42	41	97.62	25.00
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	36	27	75.00	66.67
Two or More Races	—	—	—	—
Socioeconomically Disadvantaged	77	77	100.00	34.21
English Learners	—	—	—	—
Students with Disabilities	15	15	100.00	13.33
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
5, 8, 10	83	78	64	68	65	59	60	56	54

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: Science—By Student Group, 2015–16

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Total Enrollment	Number of Valid Test Scores	Percentage of Valid Test Scores	Percentage of Proficient or Advanced Scores
All students at this school	421	415	98.57	64.34
Male	143	142	99.30	64.08
Female	278	273	98.20	64.47
African American	59	58	98.31	58.62
Asian	11	11	100.00	72.73
Filipino	96	95	98.96	73.68
Hispanic	156	154	98.72	52.60
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	61	60	98.36	78.33
Two or More Races	35	34	97.14	70.59
Socioeconomically Disadvantaged	247	242	97.98	58.26
English Learners	19	18	94.74	11.11
Students with Disabilities	41	39	95.12	28.21
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Career Technical Education Programs (2015–16)

Career Technical Education (CTE) in San Diego Unified School District is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by (a) taking and passing three or more CTE courses in a single, defined field of study, (b) completing the pre- and co-requisite CTE and core curriculum courses, and (c) passing at least one CTE advanced-level course. Student internship opportunities are often available within 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.

San Diego SCPA offers CTE courses in the following industry sector: Arts, Media, and Entertainment.

Career Technical Education Participation (2015–16)

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 recently 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 sequence or 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 of CTE Program Participation	Participation
Students participating in CTE (number)	293
Students earning a high school diploma who also completed a CTE program (%)	0
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

Courses for University of California and/or California State University Admission

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/

California State University

Admission requirements for the California State University (CSU) include three factors to determine eligibility: 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.

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 the CDE website at dq.cde.ca.gov/dataquest/.

Measure	Percentage
2015–16 students enrolled in courses required for UC/CSU admission	1.0
2014–15 graduates who completed all courses required for UC/CSU admission	0.6

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

California Physical Fitness Test Results (2015–16)

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. Data on students receiving migrant education services are not available. 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/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.9	22.5	26.7
9	19.9	20.9	43.9

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

SDSCPA has many ways for parents and community members to be involved. The Site Governance Team, School Site Council, and English Language Advisory Committee (ELAC) meet monthly, and the public is welcome to attend these meetings. The Friends of SDSCPA Foundation provides essential financial support and volunteer service. Parent involvement at SDSCPA also includes frequent opportunities to visit classrooms, Bring Your Parent to School Day, parent workshops scheduled in the evening and on weekends, and parents who supervise field trips as well as schoolwide and classroom performances. Community partners enhance curriculum by providing performance and collaborative opportunities, financial support, internships, mentors, and more. SDSCPA welcomes involvement by all stakeholders—family, community, educational, business, and artistic.

If you want to get involved, please contact Donna Silva Garcia at (619) 470-0555, ext. 2402.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This table displays the school’s four-year “cohort” dropout rates and graduation rates for the most recent three-year period for which data are available. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school diploma by the end of the cohort’s fourth year.) 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 dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate (cohort)	0.0	0.7	0.0	5.2	4.5	3.5	11.4	11.5	10.7
Graduation Rate (cohort)	99.4	99.3	99.5	87.9	89.7	89.4	80.4	81.0	82.3

Completion of High School Graduation Requirements

This table displays, by student group, the percentage of students who began the 2014–15 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and the date of graduation.

Group	Graduating Class of 2015		
	School	District	State
All Students	100+	84.3	85.7
African American	100+	76.2	76.9
Asian	100+	93.9	92.8
Filipino	100+	90.6	96.8
Hispanic	100+	80.8	84.5
Native American	—	85.7	74.9
Pacific Islander	100+	79.1	84.9
White (not Hispanic)	87.50	89.8	87.2
Two or More Races	100+	94.9	91.4
Socioeconomically Disadvantaged	100+	83.4	76.6
English Learners	100+	47.4	50.9
Students with Disabilities	100+	51.1	68.4
Foster Youth	—	—	—

Note: A dash (—) indicates the number of students is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the 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. District figures do not include charter schools.

Type of Action	2013–14			2014–15			2015–16		
	School	District	State	School	District	State	School	District	State
Suspensions	0.94	4.68	4.36	0.84	3.48	3.80	0.67	3.43	3.65
Expulsions	0.00	0.11	0.10	0.00	0.07	0.09	0.00	0.07	0.09

School Safety Plan (2016–17)

Last Review/Update: September 25, 2015

Last Discussed with Staff: September 16, 2016

Campus safety is the district’s top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school’s website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

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.

SCPA’s reputation as a safe school is well known. Two vice principals and one campus security assistant deal with serious issues that affect school climate and student safety. San Diego Unified School Police Department officer is also on campus most days of the week to ensure student safety.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Federal Intervention Program (2016–17)

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 and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009–10	2009–10
Year in PI*	5	3+
Number of Schools Currently in Program Improvement†		145
Percentage of Schools Currently in Program Improvement†		75.1

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

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	2013–14				2014–15				2015–16			
	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	25	14	14	19	29	8	13	23	30	8	15	28
Mathematics	25	14	19	11	26	13	13	17	28	7	21	18
Science	31	4	14	17	29	6	14	18	30	5	16	23
History–Social Science	30	4	13	14	27	10	6	19	30	6	9	25

Academic Counselors and Other Support Staff Members (2015–16)

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	4.0	355.50
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	2.0	
Social Worker	1.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	0.0	
Artistic Director	1.0	
Community Arts Liaison	1.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2014–15)

The following 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	\$6,195	\$899	\$5,297	\$71,132
District (excludes charter schools)			\$5,671	\$73,582
Difference: School Site and District (%)			-6.6	-3.3
State			\$5,677	\$75,837
Difference: School Site and State (%)			-6.7	-6.2

Types of Services Funded (Fiscal Year 2015–16)

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 2014–15)

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	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary School Level)	\$122,585	\$115,631
Average Principal Salary (Middle School Level)	\$125,249	\$120,915
Average Principal Salary (High School Level)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percentage of Budget for Teachers' Salaries	37%	37%
Percentage of Budget for Administrative Salaries	5%	5%

Advanced Placement Courses (2015–16)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, 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	0	
English	2	
History–Social Science	6	
Mathematics	1	
Science	3	
Visual and Performing Arts	4	
World Languages	0	
Total	16	

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

All staff members engage in a data-driven professional inquiry process in order to set the national standard in academic and art instruction through positive relationships, relevance, and rigor for all students.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

SCPA encourages students to take the strongest possible academic program, balanced with a rich arts curriculum. Well-prepared students can go on to further education and/or training in whatever direction their talents and interests lead. Students are encouraged to enroll in advanced, honors, and Advanced Placement (AP) courses whenever they have met applicable prerequisites.

SCPA's curriculum-improvement program focuses on purposeful planning with students' needs in mind. We work diligently to promote student achievement by improving and evolving instructional practices. Staff development activities, master classes, and workshops teach "best practices" and support student learning.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Middle Level					
ELA	5	English 5th (middle)	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
ELA	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall	2003	2002–03
ELD	6–8	ELD Level 1	<i>Keys to Learning</i> , Pearson Longman	2005	2008–09
ELD	6–8	ELD Level 2	<i>Shining Star Level A</i> , Pearson Longman	2004	2008–09
ELD	6–8	ELD Level 3	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002	2002–03
H-SS	6	Social Studies 6th	<i>Holt CA Social Studies: World History, Ancient Civilizations</i> , Holt McDougal	2006	2007–08
H-SS	7	World History 7th	<i>Holt CA Social Studies: World History, Medieval to Early Modern Times</i> , Holt McDougal	2006	2007–08
H-SS	8	U.S. History 8th	<i>Holt CA Social Studies: U.S. History, Independence to 1914</i> , Holt McDougal	2006	2007–08
Math	6	Common Core Math 6th	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	6	Advanced Math 6th	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	7	Common Core Math 7th	<i>Big Ideas Math Course 2: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	7	Advanced Math 7th	<i>Big Ideas Math Course 2: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	8	Common Core Math 8th	<i>Big Ideas Math Course 3: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	8	Advanced Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson.	2013	2014–15
Math	8	Advanced Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson.	2013	2014–15
Science	6	Science 6th	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09
Science	7	Science 7th	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008–09
Science	7	Science 7th - Computers & Technology 1,2	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008–09
Science	8	Science 8th	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008–09
Science	8	Science 8th 1,2 Advanced	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008–09
High School Level					
ELA	9	English 1,2	<i>Literature for California, Grade 9</i> , McDougal Littell	2009	2008–09
ELA	10	English 3,4	<i>Literature for California, Grade 10</i> , McDougal Littell	2009	2008–09
ELA	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2009	2008–09
ELA	11	American Literature 1,2	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11	American Literature 1,2 Honors	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , 7th ed., Prentice Hall –or– <i>Legacies</i> , 2nd ed., Thomson Learning	2004 2002	2003–04 2003–04
ELA	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003	2003–04
ELA	11	English Language & Composition AP 1,2	<i>Readings for Writers</i> , Thomson Learning <i>Norton Reader</i> , Norton	2004 2005	2004–05
ELA	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2005	2004–05
ELA	11–12	English Literature & Composition AP 1,2	<i>Reading Fiction, Poetry, and Drama</i> , Glencoe/McGraw-Hill	2010	2009–10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11–12	Writers Workshop 1,2	<i>Steps to Writing Well, with Additional Readings</i> , Thomson Learning <i>Writers INC</i> , Great Source	2002 2001	2003–04
ELD	9–12	ELD 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	ELD 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe <i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2007 2007	2008–09 2008–09

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
ELD	9–12	ELD 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2007	2008–09
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>Myer's Psychology for AP</i> , 2nd ed., BFW/Worth	2015	2015–16
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>AP American History: Connecting with the Past</i> , McGraw-Hill	2015	2015–16
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: People, Politics, and Policy, 16th AP ed.</i> , Pearson	2014	2015–16
H-SS	12	Microeconomics 1 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macroeconomics 2 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
Math	9–12	Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9	Advanced Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9–11	Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9–10	Advanced Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson	2013	2014–15
Math	10–12	Integrated Math III	<i>Mathematics III: Integrated CME Project, SE</i> , Pearson	2014	2014–15
Math	10–11	Advanced Integrated Math III	<i>Mathematics III: Integrated CME Project, SE</i> , Pearson	2014	2014–15
Math	9–12	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009–10
Math	9–12	Geometry 1-2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2008	2009–10
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 for the AP Exam</i> , 5th ed., BFW/Freeman	2015	2015–16
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> , AP 5th ed., Pearson	2016	2015–16
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	AP Physics 1 A,B	Wilson and Buffa, <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
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>Campbell Biology</i> , 10th ed., Pearson	2014	2015–16
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>Environment: The Science Behind the Stories</i> , AP 5th ed., Pearson	2014	2015–16

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Studies.